CALIFORNIA STATE UNIVERSITY, EAST BAY
Pupil Personnel Services: Service Credential - School Counseling
PROGRAM ASSESSMENT DOCUMENT
Submitted to
The California Commission on Teacher Credentialing

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by
THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SCHOOL COUNSELING PROGRAM

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Directions

Part I is the program’s response to Program Standards. Most of the assignments (aside from the Key Assessments/Signature Assessments) are included in the syllabi. Every hyperlink in the Narrative is also listed on the right in the Linked Documents section.

When clicking on a hyperlink for an assignment or form, please take note of the page number listed for that assignment or form. The link will lead to the appropriate syllabus or document, but the reader will sometimes need to scroll to the appropriate page.

Part II contains links to all of the syllabi referenced in the narrative. These syllabi are hosted on a web server.

Part III is the Candidate Key Assessments/Signature Assignments Section. There is a list of links of all Key Assessments/Signature Assessments at the end of the section. These Key Assessments/Signature Assessments are also hosted on a web server.

Part IV contains all of the supporting documents for reference.
Part I – Narrative: Response To Standards
Generic Program Standards
## Generic Program Standards

### Generic Program Standard 1: Program Design, Rationale, and Coordination

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<td>The program is coordinated effectively in accordance with a cohesive design that has a cogent rational. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.</td>
<td>Program Handbook, p 8</td>
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| The School Counseling Program at CSUEB is committed to a training philosophy that promotes the educational and social-emotional development of children, families, and communities. Thus, we consider it essential that each of our students develop sound professional values in concert with the acquisition of professional knowledge. An ecological human development perspective and collaborative consultation skills approach are emphasized, with the understanding that the ability to work collaboratively with families, teachers, and communities is critical to helping children tap their learning power. As a fundamental principle of ethical practice, assessment and intervention skills are inextricably linked throughout the curriculum. Program development and evaluation skills are also emphasized, in order to ensure that our graduates will be well prepared to promote effective system-level intervention programs for meeting the needs of children, schools, families, and communities. Multicultural and technology competencies are addressed as an integral and essential component of every course we offer. An explicit goal in the School Counseling Program is to prepare our professionals to work effectively with children and families across the full spectrum of culture, ethnicity and individual differences and utilize technological resources to enhance access and success in school. Our program integrates training experiences that emphasize skills in cultural competency and makes extensive use of Blackboard as a resource for informing school counselors-in-training about program information, credential requirements, professional expectations, organizations, websites, and for posting model student work. In addition, we are actively building relationships with local school districts, Linked Learning and the Greater Good Science Center at the University of California, Berkeley as part of an effort to promote resilience and prevention activities in all schools. Each candidate develops an e-portfolio, which serves as their professional practice portfolio (PPP) that can be shared with potential employers, if the candidate chooses to give access to the portfolio. | Course Matrix
Interviews
Praxis                                                  |
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We have the school counseling students participate in our department’s development of an integrated services training model, in which students from various specialization areas (e.g., school psychology students, marriage/family therapy students, and special education students) are integrated into certain core courses together. Our goal is to provide a core of shared learning experiences that will enhance the kinds of knowledge and skills needed for collaborative work in school-based, community settings. Courses are programmed in a hierarchical sequence, in order to encourage students to structure their knowledge in a constructive (and re-constructive) manner. Thus, from the point of admission to the point of graduation, every student completes a hierarchically organized sequence of courses (see Course Matrix). Each course is designed to address specific requirements and standards, as consistent with state criteria.

The program is strongly field-based, with course assignments specifically designed to be carried out in field settings. Great effort is devoted to providing students with experiences that are most appropriate to their particular level of readiness, with the difficulty and complexity of assignments increasing steadily as students progress through the program and grow in their training. Each course is specifically designed to include field site applications. In conjunction with readings, lectures, and discussions of specific areas of knowledge and application, students are required to complete related projects in the field setting. In this way, the student is able to demonstrate the kinds of knowledge, skills, and core values that are central to the contextual philosophy of the program.

The School Counseling Program applies a professional developmental perspective in guiding candidates through graduate training. CTC School Counseling Standards areas are integrated into the program. Core Knowledge Base and Foundations and Professional Skills and Training are introduced, initially assessed, and are anchored to training and assessment to standards and ethical professional practice throughout the program. Themes of School Counselor Preparation is evaluated via Key Assignments measuring the application of skill-based and school counseling and guidance standards. Functions of School Counselors integrates having students to use data to deliver effective services to children, teachers, families, and communities and to critically reflect upon the dispositions and multiple skills required to advocate for all students. Last, Fieldwork Experience and Competency Evaluation occurs throughout the program under the supervision of university and site-based supervisors; emphasis is upon the integration and application of knowledge, skills, and dispositions in school contexts. Quarterly Fieldwork Evaluation Reports were revised...
and implemented Fall 2011. The CTC School Counseling Standards areas guiding the School Counseling Assessment Model are summarized:

**Core Knowledge Base and Foundations:** Professional orientation and identity, including professional dispositions, ethical practice, continual self-appraisal, and development.

**Professional Skills and Training:** Content skills and knowledge in clinical training, academic, career, personal/social guidance activities, and fieldwork.

**Themes of School Counselor Preparation:** Leadership, advocacy, learning, and emerging professional skills and abilities via key assignments

**Functions of School Counselors:** Contextual understanding of role functions as a professional school counselor, including individual counseling, group counseling, collaboration, coordination and team building, organizational and system development, prevention education and training, and the use of data to inform continual program development.

**Fieldwork Experience and Competency Evaluation:** Group supervision and the integration of the professional orientation, skills training, preparation, and functions into practice in appropriate field setting.

Assessment and evaluation have become integral to school counseling profession’s move toward results-based and data-driven practices. Given the ASCA’s revised National Model (2012) and ASCAs’ development of school counselor competencies in August 2008 and CASC’s development of the California Standards for the School Counseling Profession in May 2008, the school counseling profession is subject to continuing development that will place additional demands upon institutions providing school counselor education. The Fieldwork Quarterly Evaluations were revised and implemented in Fall 2011 to improve upon the integration of CTC School Counseling Standards and CASC Standards.
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| **In screening and monitoring students, the Program provides comprehensive and integrated assessment and evaluation that measures professional development as a continuous process into and throughout the program. Candidate performance is based on multiple assessments beginning with admission, and continuing throughout the program during appropriate transitions, and at the completion of the program. The assessment and evaluation process is both formative and summative. The formative elements include a continuous dialogue with university and field supervisors that concentrates on the development of each candidate’s professional identity as a knowledgeable and skilled practitioner who is informed by available data in helping individuals, groups, and school systems move in life-enhancing directions. To that end, the School Counseling Program is designed to have a series of ongoing transitions that are integrated into coursework, field experience, and professional mentoring throughout the Program. Four primary candidate assessments are:**  

1. Fieldwork Quarterly Reports, Year One  
2. Fieldwork Quarterly Reports, Year Two  
3. Professional Practice Portfolio (e-portfolio)  
4. PRAXIS Exam: Professional School Counselor (0421); revised exam implemented 2013  

**Continuous Improvement** in program design and delivery will be promoted in the following ways:  
- School Counseling Advisory Committee  
- On-going input from students while in the Program  
- Alumni Evaluations of Program  
- Ongoing revision of coursework, especially as CSUEB prepares to transition from the quarter system to the semester system in 2018  

**Program Coordination:**  
From the point of admission to the point of graduation, every student completes a hierarchically organized sequence of courses. Each course is designed to address specific requirements and standards, as consistent with state criteria. Student assignments and skill mastery experiences are carefully selected in accordance with these criteria. *(see Program Handbook, page 8)* |
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<td>The program incorporates a variety of formative and summative assessment procedures to ensure that students are making progress and that the program's instructional quality is maintained at the highest possible level (see Praxis). Student progress is reviewed by the faculty on a regular basis, and those students who require additional instruction are provided with remedial supports. In the spring of each academic year, all first- and second-year students are interviewed individually by faculty, in order to monitor and ensure the progress of individual students in the program (see Survey). In addition, each student's faculty supervisor of fieldwork serves as program advisor for that student. Faculty in the School Counseling Program meet regularly to discuss ongoing program needs and to monitor student progress.</td>
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### Generic Program Standard 2: Growth and Development

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<td>The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments.</td>
<td>Early in the training program, students are required to complete the following courses in the curriculum that deal with the theory and research related to a variety of background factors known to influence development (<a href="#">EPSY 6765</a> and <a href="#">EPSY 6302</a>). Also, in each of these courses, current theory and research related to development are addressed in class discussions and assigned readings. In 6765 the students have an assignment in which they are to describe the families, school and community in their fieldwork based on the ecological theory of human development (see <a href="#">EPSY 6765, page 2, Assignment III</a>). In this assignment they describe the cultural, linguistic, and economic demographics of the school’s families, as well as the school and community resources (or lack of resources), and how well they relate to and work with their families. This assignment helps the students learn about the macro- and micro-systems and their relationships that influence a child’s development and learning.</td>
<td><a href="#">EPSY 6765</a> Psychological and Counseling Services in the Schools, <a href="#">Assignment III</a></td>
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<td>Students in <a href="#">EPSY 6766</a> must use data to determine classroom guidance that they will implement at their school sites. Essentially, they are examining which factors the data is highlighting and identifying as areas of need. Throughout the course, they are engaging in dialogue regarding different aspects of students’ lives, including family and community that impact them both positively and negatively. These conversations occur mostly through Blackboard discussions, as well as in class (see <a href="#">EPSY 6766, Weekly BlackBoard Posts (rubric on page 10/Appendix E of 6766 syllabus)</a>).</td>
<td><a href="#">EPSY 6766</a> Personal/Social Counseling in Schools, see Weekly BlackBoard Posts (rubric on page 10/Appendix E of 6766 syllabus)</td>
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<td>These beginning students also learn about a life-span developmental perspective to risk and resiliency issues in the Individual Development course (see <a href="#">EPSY 6302, page 1-2, Core Text Bernard Resiliency and the Structured Narrative Assignment</a> and see Development paper on page 4 of syllabus (Appendix A) and Developmental Paper Rubric). In this course, stress, risk, resiliency, and coping are defined and connected with family, school, and community risk and protective factors (i.e., those environmental variables that positively or negatively influence a child’s development and learning). Students lead discussions that connect readings and observations in the field to these essential concepts. Knowledge of individual strengths and weaknesses and the ways in which these learning patterns affect pupil learning is emphasized in <a href="#">EPSY 6767</a> Academic Counseling in Schools.</td>
<td><a href="#">EPSY 6302</a> Individual Development, page 4 (Appendix A). Please see Developmental Paper Rubric <a href="#">EPSY 6025 Child Psychopathology</a> page 3 (class presentation), grading page 3</td>
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<td>In their second year in the program, the students take <a href="#">EPSY 6025</a>, Child Psychopathology, where they gain</td>
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<td>factors of resiliency on pupil development.</td>
<td>the knowledge to be able to determine whether a child’s difficulties are part of normal development by understanding underlying principles of child and adolescent development, as well as the influences of culture (including primary language), ethnicity, and socioeconomic status on development. In this course they have assignments that focus on individual cases in which the students are to discern typical from atypical development as well as socio-cultural influences, and formulate culturally sensitive and research-based treatment plans incorporating the strengths of the children and their families.</td>
<td>(presentation requirements)</td>
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<td>Standard 3</td>
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<td>The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement.</td>
<td>There are a few courses that specifically examine facets of diverse populations, however, EPSY 6752 Cross-Cultural Counseling and EPSY 6669 highlight this more than the others. As such, the other courses will be mentioned, but the primary assignments focused on will be the aforementioned. Research in the efficacy of mental health and other psychological services to diverse populations consistently identifies service provider attentiveness and responsiveness to cultural and racial issues as more important than cultural similarity between service provider and service recipients (EPSY 6669, page 5 (Consultation logs &amp; summary), page 6 (Self-assessment), page 7 (rubric for grading assignments)). Therefore, skills in cultural competency are a necessary aspect of training for and delivery of integrated school-based services to families. Our program builds training experiences that emphasize skills in cultural competency in courses and fieldwork experiences including: (1) understanding one’s own culture and the impact of that culture on others; (2) communicating sensitivity to cultural experiences and beliefs while recognizing individual differences, between-group differences, and within-group differences; (3) identifying experiences of racism, class-ism, and sexism as barriers to meaningful participation; and (4) facilitating sincere solution-focused collaboration, in spite of barriers, to diminish fears and to increase trust (see EPSY 6766, page 6, Appendix A). In EPSY 6766, Personal/Social Counseling in Schools, students examine the multiple identities that impact students and how the environmental factors play a large part of the individual formation.</td>
<td>EPSY 6669, page 5 (Consultation logs &amp; summary), page 6 (Self-assessment), page 7 (rubric for grading assignments)</td>
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<p>| Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. | To ensure that trainees become increasingly competent in helping pupils from different backgrounds achieve academic and career success, virtually all courses in the program are designed to take into account the influences of socio-cultural factors. Socio-cultural influences are specifically addressed in several courses (see above listing). Beginning in the first quarter, and continuing throughout the program, trainees will be provided with course work (6765) and field work experiences that require them to identify cultural, familial, social and economic factors that are likely to influence a pupil's academic, social, and vocational success. In 6765 the students have an assignment (see EPSY 6765, page 2, Assignment III) in which they are to describe the families, school and community in their fieldwork based on the ecological theory of human development. In this assignment they describe the cultural, linguistic, and economic demographics of the school’s families, as well as the various factors that influence the academic and social development of school children. | EPSY 6765 Psychological and Counseling Services in the Schools, Assignment III |</p>
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<td>as the school and community resources (or lack of resources), and how well they relate to and work with their families. This assignment is to help the students learn about the macro- and micro-systems and their relationships that influence a child’s development and learning. This course also addresses issues of student diversity and the critical need for a service-delivery approach that is sensitive to diverse populations of children and families.</td>
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<td>An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities.</td>
<td>Cross-Cultural Counseling (6752) provides a broad backdrop of requisite sensitivity and knowledge pertaining to socio-cultural influences. Readings and discussions of the various influences upon academic achievement and vocational aspirations are presented in this course, with attention to the culture and values of five ethnic groups, Asian American, African American, Latino, Native American, and White, Non-Hispanic, and the diversity within each group (see EPSY 6752, weekly readings on page 4, page 2 (personal journey exercise), grading page 3 of syllabus. Page 3 (class project), grading page 4). This course also provides knowledge of, and practice in, using Sue’s framework that emphasizes communication styles, racial/cultural identity development, and contemporary political issues in cross-cultural counseling.</td>
<td>EPSY 6752 Cross-Cultural Counseling, p4, weekly topics, page 2 (personal journey exercise), grading page 3 of syllabus. Page 3 (class project), grading page 4.</td>
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<td>The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.</td>
<td>Small-group supervision in EPSY 6670, 6671, and 6672, Field Work Group Supervision, I, II, III, provides rich opportunity to discuss students' first-hand experiences with children from a variety of backgrounds, and to explore culturally appropriate, collaborative techniques to enlist the aid of parents and families in support of educational efforts. By means of informal case discussions, and, ultimately, more formal &quot;case presentations,&quot; students will gain experience in integrating their own values and beliefs with more consensually validated techniques for collaboration. Because of the anticipated considerable diversity of students within our program, students of differing backgrounds are often able to share experiences in ways that enrich the knowledge base of the group as a whole. As a result, students of all backgrounds will be supported in developing more culturally sensitive approaches to working with families from diverse community populations (see EPSY 6670, page 2, Learning Outcomes). In their second year in Mental Health Consultation (6669), a multicultural mental health consultation model is presented that emphasizes essential elements of collaborating with consultees and clients with similar and different cultural and linguistic backgrounds. Students are to apply this model to consultation with teachers. Further, students reflect on issues of cross-cultural communication in their consultation logs (see EPSY 6669, EPSY 6670, 6671, 6672, Group Field Work Supervision I, II, III, p2, Learning Outcomes. EPSY 6669, page 4 (course outline), page 5 (Consultation logs &amp; summary), page 6 (Self-assessment), page 7 (rubric for grading assignments).</td>
<td>EPSY 6670, 6671, 6672, Group Field Work Supervision I, II, III, p2, Learning Outcomes. EPSY 6669, page 4 (course outline), page 5 (Consultation logs &amp; summary), page 6 (Self-assessment), page 7 (rubric for grading assignments).</td>
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<td>page 4 (course outline), page 5 (Consultation logs &amp; summary), page 6 (Self-assessment), page 7 (rubric for grading assignments).</td>
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## Generic Program Standard 4: Assessment

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<td>The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.</td>
<td><strong>EPSY 6701</strong>, Appraisal, is a course that specifically addresses the basic theories and methods of assessment of academic, social, and emotional skills. In this course students learn to interpret and communicate results of standardized, norm-referenced, and non-standardized assessment data to parents, school staff, and the community. They also gain knowledge of legal and ethical practices in the use of assessment data. In this course, careful consideration is given to the influences of family, school, culture, language, gender, racial/ethnic and experience factors on the validity of the results. Particular attention is given to the appropriate selection of assessment tools and the appropriate interpretation of assessment data for individuals from diverse socio-cultural background (see <strong>EPSY 6701</strong>, page 2 &amp; 3 (sessions 1-4), page 4 assessment of assignments).</td>
<td><strong>EPSY 6701</strong> Appraisal, page 2 &amp; 3 (sessions 1-4), page 4 assessment of assignments</td>
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| Candidates develop an understanding of the influence of multiple factors on pupil achievement. | In **EPSY 6764** Intervention Strategies for Systems and Organizational Change, the students gain knowledge in how to participate, and take leadership roles, in program development and evaluation of school-wide, comprehensive prevention/intervention programs; the goal is to help school counselors-in-training understand how to create positive systemic change (see **EPSY 6764**, see page 3, PIP Activity and see **Systems Project Evaluation**). These interventions and programs enhance high-risk, disadvantaged, and special needs students’ academic, social and emotional learning. School counselors-in-training also learn program development, evaluation standards, and appropriate planning strategies, data collection procedures, data sources and data analyses used in conducting action research for the purpose of making data-based decisions. There is an emphasis on the practical application of these theoretical principles and evaluation techniques and standards. Students engage in conducting an evaluation or systems intervention involving a real-world prevention/intervention program within the school community of their fieldwork placement and present their findings recommendations for improving the program based on the data in an oral presentation report. | **EPSY 6764** Intervention Strategies for Systems and Organizational Change, see page 3, PIP Activity and see **Systems Project Evaluation** |

<p>| The program requires candidates | In <strong>EPSY 6025</strong>, Child Psychopathology, the students learn to assess bio-psychological, social emotional, and mental health needs of children and adolescents and design and plan effective interventions with specific goals |  |</p>
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<td>to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.</td>
<td>to be monitored for determining progress ([see EPSY 6025, page 3 (classroom presentation), grading page 3 (presentation requirements), page 4 (professional handout)]). They gain an awareness of appropriate assessment instruments and strategies to assist in the assessment process and the monitoring of progress for accountability purposes. They also gain knowledge of research-based, effective treatments and interventions for specific disorders including specific pharmacological treatments.</td>
<td>[EPSY 6025 Child Psychopathology, page 3 (classroom presentation), grading page 3 (presentation requirements), page 4 (professional handout)]</td>
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<td>The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning.</td>
<td>A number of academic courses and fieldwork experiences are designed to provide the knowledge and skills required for early intervention and problem prevention. The practice of placing students in local public schools from the very first quarter of the program and assigning to each of them a caseload of seven to ten children who are encountering challenges in their lives, provides an effective opportunity for students to learn about the factors and processes contributing to pupils' difficulties and failure in school. Because the students will continue to work with the same seven to ten children throughout the entire year ([EPSY 6670, 6671, 6672, Field Work Group Supervision, I, II, III]), there will be ample opportunity for students to observe, from an up-close and personal perspective, the conditions that inhibit maximum social, intellectual, and emotional development of many pupils in today's complex society ([see EPSY 6670, page 5 (Appendix A), grading page 9 (Appendix D)]. This assignment is in all three quarters).</td>
<td>Features:</td>
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<td>In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems.</td>
<td>Within the context of close faculty supervision and peer collaboration, students will be helped to develop skills in designing and implementing interventions for preventing further problem development, including such critical areas as suicide, child abuse, alcohol/drug abuse, school failure, and the negative impact of grade retention. Because the program carries an emphasis on clinical and school counseling, the development of sound skills in counseling and behavioral interventions is an important training objective throughout the student's course of study. During the first year, students are required to take five (5) courses designed to teach individual and group counseling, communication, and consultation techniques: [EPSY 5610 Microcounseling (see page 3, Assignment 2 Attending Skills), EPSY 6403 Child Therapy (see page 3 (Clinical assignment). Grading is included), EPSY 6500 Cognitive-Behavior Therapy (see page 3, Assignment 3), EPSY 6750 Foundations of Counseling (see page 3, Session 1) and EPSY 6762 Group Theory and Procedures (see page 2, Term Paper).]</td>
<td>Features:</td>
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<td>[EPSY 6403 Child Therapy, see page 3 (Clinical assignment). Grading is included]</td>
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<td>[EPSY 6765 Psychological and Counseling Services in the Schools,]</td>
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| The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties. | In addition, a couple courses provide knowledge of specific intervention programs and techniques for implementing primary, secondary, and tertiary prevention programs. In EPSY 6500, Cognitive-Behavior Therapy, students are required to design a specific prescription for increasing task engagement (clearly, a critical component of school achievement) for one individual child and for the class as a whole (see EPSY 6500, page 3 Assignment 1 and Assignment 3, see Assignment #1 description for full assignment and rubric. See also, FBA assignment handout for full assignment and rubric). Students also learn about empirically validated approaches to anger management and conflict resolution. In EPSY 6768, students learn about comprehensive school counseling programs and how to develop guidance lessons designed to enhance student resiliency, promote prevention and improve academic success. Students are required to develop lesson plans and deliver them to students at their fieldwork sites (see EPSY 6768, page 3, Session 1). | Assignment III  
EPSY 6764 Intervention Strategies for Systems and Organizational Change, p3, PIP Activities  
EPSY 6762 Group Theory & Procedures, p2, Term Paper  
EPSY 6500 Cognitive-Behavior Therapy, page 3 Assignment 1 and Assignment 3. See Assignment #1 description for full assignment and rubric. See also, FBA assignment handout for full assignment and rubric.  
EPSY 6768 Foundations of School Counseling, p3, Session 1 |
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<td>The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services.</td>
<td>Throughout the program, students build their knowledge of laws and ethics related to children and families, especially as related to the practice of the school counseling and the Marriage, Family therapist. Specific course work and fieldwork experiences support the development of this knowledge and its application in the world of practice. While legal mandates and professional ethics are interwoven throughout the program curriculum, they are focused upon in EPSY 6765 Psychological and Counseling Services and EPSY 6785 Law and Ethics. Before beginning any fieldwork in the schools, students are required to take a mini-workshop on mandated reporting laws and basic steps in crisis intervention (see EPSY 6670, Page 3, Required Text: Stone, C., and EPSY 6765, page 3, Psychological Terms and page 4 Tharinger discussion questions). To ensure that all students are fully informed about these important safeguards to pupil protection, including suicide assessment and crisis intervention procedures, students must sign a responsibility statement indicating that they have been informed and have had opportunity to ask questions about the relevant codes and procedures that ensure safety in counseling situations. They must also agree to abide by the program's requirement that students in training must consult with their supervisors, both the on-site supervisor and the campus supervisor, when situations arise involving possible harm to self or others. No exceptions to this policy will be permitted. Beginning in the first year of training, students are introduced to the laws and regulations pertaining to pupils with special needs (e.g., IDEA and 504 laws and regulations) in EPSY 6765 (page 3, Psychological Terms and page 4 Tharinger discussion questions), Psychological and Counseling Services. Before beginning to work with any pupils assigned to them, students will be required to make the appropriate parent contact and secure signed, informed permission for each child on their caseloads. Students are required to develop Disclosure Statements to inform pupils, parents, and other stakeholders about their role as professional school counselors-in-training. In the first quarter of study, students will be provided with instruction regarding informed consent, confidentiality, and other standards of ethical practice required by various professional groups, including the American School Counseling Association (ASCA) and the State Board of Behavioral Sciences. Student membership in their professional organizations is a requirement as they provide liability insurance.</td>
<td>EPSY 6765 Psychological and Counseling Services, page 3, Psychological Terms and page 4 Tharinger discussion questions EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III, p3, Stone C. Text EPSY 6786 Child Abuse and Assessment, p1, Course Description</td>
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<td>In addition to the aforementioned courses, students also take EPSY 6786 Child Abuse and Assessment, which focuses on the role of a mandated reporter and steps that students take to ensure the well-being of the students they work with (<a href="#">see EPSY 6786, page 1, Course Description</a>).</td>
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<td>The program requires candidates to demonstrate the ability to access information about legal and ethical matters.</td>
<td>EPSY 6785 Law and Ethics, page 3-4, (Academic requirements), grading is included</td>
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<td>Practice in applying ethical decision-making at the personal, group, and institutional levels will be provided throughout the program. From the beginning of the training process, the beginner's proclivity for simply asking a supervisor and then following directions is actively discouraged, as the development of each student's sense of personal/ professional responsibility is deemed essential. Throughout their training, students are guided in developing a strong sense of personal and professional integrity.</td>
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<td>In Fall Quarter of the second year, students take a three-unit course (EPSY 6785, Law and Ethics) devoted entirely to the study of law and ethics for the School Counselors and Psychologists and the Marriage, Family Therapist (<a href="#">see EPSY 6785, page 3-4, (Academic requirements), grading is included</a>). This course provides opportunity for students to refine and consolidate their existing knowledge of sound legal/ ethical practices and offers guided practice (via role plays and vignettes) in responding to complex situations competently and appropriately. In this course and others related to the laws and ethics of professional practice, materials are revised and updated each year, in order to keep abreast of the most current statutes (e.g., the Community Alliance for Special Education (CASE) Manual and Laws for Psychotherapists). Students' ability to apply ethical decision-making practices are evaluated throughout the advanced fieldwork and internship experiences (<a href="#">EPSY 6770, 6771, 6772, Advanced Field Work Group Supervision I, II, III</a>). The internship evaluation form includes items addressing ethical issues.</td>
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## Generic Program Standard 7: Family-School Collaboration

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<td>The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration.</td>
<td>Through several courses (EPSY 6765 and EPSY 6400) students obtain a knowledge of the underlying ecological human development theoretical perspective of family-school partnerships and family-centered practices; empirical findings which indicate the benefits of such practices to student outcomes; and related Federal and State policies and legislation supporting these practices (see EPSY 6765, Assignment III). This knowledge is then applied in other courses and in their fieldwork, however, the foundation is most focused upon in the two aforementioned classes. In certain courses (EPSY 6764, and EPSY 6400) they learn how to promote family-centered practices, develop family-school partnerships, provide collaborative consultations with families and schools, and develop home-school behavioral plans that will increase student academic success. Students learn an eco-contextual model designed to build home and school connectedness (see EPSY 6400, page 3 (Case Presentation)). In these courses they have paper assignments that involve their applying these practices to hypothetical and real cases. They also gain an awareness of specific characteristics of family-school-community partnership programs for economically disadvantaged, and ethnically and linguistically diverse families, that positively relate to academic and social improvements for children and adolescents.</td>
<td>EPSY 6765 Psychological and Counseling Services in the Schools, Assignment III EPSY 6400 Family Therapy, page 3 (Case Presentation) EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III, p2, Learning Outcomes</td>
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<p>| The program requires candidates to work with parents to foster respectful and productive family-school collaboration. | Students engage in course assignments (EPSY 6764) that involve systemic analyses of &quot;real-world&quot; family-school relationships among diverse populations and the application of the concepts presented in the above courses. Also through their fieldwork placements in the public schools, students have on-going opportunities to demonstrate their knowledge and skills to develop family-school partnerships and provide services utilizing family-centered approaches. This practical experience also provide an opportunity for them to gain knowledge through their own experiences of existing barriers between families and schools, especially for economically disadvantaged, and ethnically and linguistically diverse families, and to apply learned strategies to help schools eliminate barriers. School counselors-in-training are asked to complete projects that are related to sharing the impact of their work to promote the learning of all students with varied audiences, ranging from parents to school boards (see EPSY 6764, page 3 One Thing Better Assignment and EPSY 6670, Page 2, Learning Outcomes). | EPSY 6764 Intervention Strategies for Systems and Organizational Change, p3, One Thing Better Assignment |</p>
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| The program provides candidates with opportunities and experiences to    | Students are provided opportunities to learn more about their self-concept and personal and social responsibility through the admissions process, individualized coursework and projects, and supervisor evaluations (Year one and Year two Evaluations). This standard is most directly focused upon in EPSY 6500 Cognitive Behavioral Therapy, EPSY 6302 Individual Development, EPSY 6670, 6671, 6672 Fieldwork Supervision and EPSY 6770, 6771, 6772 Advanced Fieldwork Supervision. It is touched upon in other courses, but the ones above address it more than others. Opportunities and experiences to assess candidate:  
(a) Self-esteem and relationship to life-long learning is directly addressed in the Self-Improvement/Self-Esteem Project.  
(b) Personal and social responsibility is directly addressed in weekly Blackboard posts and Development Paper & Presentation in EPSY 6302 Individual Development (see syllabus, page 4 for Development paper Instructions and also see Development Paper Grading Rubric).  
(c) Relationship to life-long learning is directly addressed through their weekly Blackboard posts in EPSY 6302 Individual Development. | EPSY 6302 Individual Development, p4, Development Paper and Rubric  
Admissions Page, Mission Statement  
EPSY 6500 Cognitive-Behavioral Therapy, see assignment on Self-Improvement/Self-Esteem  
EPSY 6764 Intervention Strategies for Systems and Organizational Change, p3, PIP Activity and One Thing Better Assignment  
EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III, p8, #1 Practicum Information |
| assess their own self-esteem and to demonstrate an understanding of       |                                                                                                                                                                                                                      |                                                                                                           |
| principles associated with the building of (a) self-esteem, (b) personal |                                                                                                                                                                                                                      |                                                                                                           |
| and social responsibility, and (c) their relationship to the life-long   |                                                                                                                                                                                                                      |                                                                                                           |
| learning process.                                                       |                                                                                                                                                                                                                      |                                                                                                           |
children and adolescents. In interviewing applicants, as well as in reviewing their application materials, the faculty are keenly aware of the need to select candidates who will be culturally knowledgeable and sensitive to the diverse population of children with whom they will be working in the public schools. In selecting candidates, the faculty look favorably upon those applicants whose backgrounds have exposed them to individuals from a broad range of socioeconomic and cultural backgrounds.

**Coursework**

One exceptional example of the application of graduate students’ self-concept through professional training is the cognitive behavioral self-change project in Cognitive-Behavioral Therapy, **EPSY 6500** (see assignment on Self-Improvement/Self-Esteem). Through this project, students have the invaluable opportunity to increase their sense of self-efficacy, self-esteem and self-concept in selecting a behavior to change and in learning stress management skills. They are provided self-change techniques and guidance in the project as a model of effective intervention. Also in this course students are provided with models for effective teaching that assist pupils in gaining mastery of academic skills and content. These models encourage pupils to take responsibility for their own learning and lead directly to higher pupil self-esteem. This provides them a direct experience in creating a plan and making changes in their lives, thus promoting life-long learning and increasing self-esteem by making positive changes.

In **EPSY 6302**, Individual Development, students gain knowledge of the theories and basic principles of self-esteem and self-concept (see **EPSY 6302, page 4, Development Paper and Presentation** and see Development Paper Rubric). Self-Worth Theory, Social Learning Theory, and Humanistic Theory provide the foundation for instruction in the development of children’s self-concept in this course. Instructional approaches based on these theoretical principles emphasize elements that promote positive self-esteem and self-efficacy including (1) reduction of competition and public display of performance results, (2) development of individualized goals, (3) increase of the motivation to learn through effort-based attributions of success, (4) incremental views of ability (i.e., gradually increasing skills and learning capacity through effort), and (5) meaningful learning activities and mastery learning. This course specifically focuses on structured narratives each week in addition to specific reflective questions and activities which students post in the online learning platform, Blackboard. They are then required to respond to peers’ posts and turn in the structured narrative reflections to the instructor.
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| **In **EPSY 6766, second year students learn to help pupils develop competency in the personal/social domain through guidance curriculum activities, in addition to doing some self-exploration themselves. For example, students learn to help pupils work and learn independently and collaboratively as part of a team, gain knowledge and understanding of other cultures, demonstrate a sense of ethics and take responsibility for their actions, become active, constructive members of the larger community, and develop and maintain behaviors that promote lifelong health (see EPSY 6766, Page 3, Assignment 2 and Appendix A). These are key elements of social responsibility. The graduate students will engage in activities that examine their worldviews and how this may impact the work they do with K-12 students.**  

In **EPSY 6764, Intervention Strategies for Systems and Organizational Change**, students gain knowledge of a framework with specific criteria for developing comprehensive social and emotional learning intervention programs. The scope and sequence of social emotional skills presented in the criteria includes self-efficacy, self-concept and identity, and personal and social responsibility. Students also gain awareness of specific existing researched-based intervention programs for developing these skills (see EPSY 6764, page 3, PIP Activity and One Thing Better Assignment).**  

**Field-Based Supervisor Evaluations**  
As part of their two years of field work, students are required to carry out a variety of counseling, guiding, and consulting activities with students, teachers and families, involving individuals from a variety of ethnic, cultural, and socio-economic backgrounds. Thus, program faculty and fieldwork supervisors will have ample opportunity to evaluate the personal qualities and interpersonal skills of students (see EPSY 6670, page 8, #1 Practicum Information). When needed individual plans may be developed by faculty and the fieldwork supervisor with the student to enhance his/her development of these essential skills.**
## Generic Program Standard 9: School Safety and Violence Prevention

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<td>The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.</td>
<td>Though other courses touch on this topic, the course that focuses on this the most is <strong>EPSY 6820 Crisis Intervention.</strong> Through the Safety Plan assignment and Crisis Plan assignment in <strong>EPSY 6820</strong>, students have the opportunity and experience to understand how school environments can enhance safety, in addition to demonstrating their knowledge and skills related to systematic school safety planning. Through <strong>EPSY 6302 Individual Development</strong>, they gain knowledge based on recent theory and empirical findings related to protective factors and resiliency skills that have been found to be critical components to include in the development of comprehensive violence prevention programs to decrease students’ gang affiliations, aggressive, bullying or violent activities, and victimization. The students provide many of these interventions throughout the school year as they work with their cases. They also have opportunities to apply their skills related to possible crisis situations and conflict mediation with their cases and their families and teachers (see <strong>EPSY 6302, Page 1, Course Readings</strong>). This course provides crucial theoretical foundations regarding how individual develop and ways in which environmental factors impact overall well-being. Students engage in weekly posts on topics related to individual developmental factors and how different interventions with diverse populations. They also have opportunities to apply their skills related to possible crisis situations and conflict mediation with their cases and their families and teachers. This course provides a foundational spring board for understanding how particular crises may come to fruition and how counselors play a role. Also in their first year of the program, through <strong>EPSY 6400 Family Therapy</strong> the students gain knowledge about the impact of domestic violence within a family on the development of children and adolescents. They also learn appropriate interventions, treatments, and legal actions for the children and adolescents as well as their parents. Specifically they learn about interventions for victims, perpetrators, and witnesses of violence (see <strong>EPSY 6400, page 4, weekly topics</strong>). Crisis Intervention (<strong>EPSY 6820</strong>) provides many tools for students to use in planning systematic school prevention programs and also interventions for crisis situations, both at the school and district level. As</td>
<td><strong>EPSY 6302 Individual Development</strong>, p1, Course Readings <strong>EPSY 6400 Family Therapy</strong>, p4, weekly topics <strong>EPSY 6820 Crisis Intervention</strong>, page 3 (all assignments). Please see <strong>Crisis Plan Evaluation</strong> and the <strong>Safety Plan Evaluation</strong>, for both assignment details and grading rubrics.</td>
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<td>students learn how to implement comprehensive school counseling programs, they can use these tools to help them plan and create classroom guidance lessons (see EPSY 6820 syllabus, page 3 (all assignments), and please see Crisis Plan Evaluation and the Safety Plan Evaluation, for both assignment details and grading rubrics).</td>
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<td>The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.</td>
<td>In the second year, they also have course work in EPSY 6764 to provide the knowledge and skills needed to address the challenge of developing comprehensive systems-level interventions for school safety and crisis situations. Through the ecological human development theoretical perspective they become aware of the influence of the community, schools, and families on students’ behaviors and the need to provide interventions at all of these levels. Specifically this course provides the students with knowledge of the various theoretical principles underlying effective interventions, such as the Social Learning Theoretical Model, and essential features of effective violence prevention and intervention programs.</td>
<td>EPSY 6820 Crisis Intervention, page 3 (all assignments). Please see Crisis Plan Evaluation and the Safety Plan Evaluation, for both assignment details and grading rubrics.</td>
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<td>Also in the second year students have a seminar focused on crisis intervention (EPSY 6820). In this seminar students will gain the knowledge and skills related to implementing and managing crisis interventions. In their fieldwork placements they have opportunities to demonstrate their skills with students, parents and staff in real-life crisis situations (see EPSY 6820, page 3 (all assignments). Please see Crisis Plan Evaluation and the Safety Plan Evaluation, for both assignment details and grading rubrics). They also learn about empirically based school-wide intervention, prevention programs, such as those for bullying behavior, conflict management, social skills, and crisis intervention. The students learn about, and analyze, the components of an actual example of a model School Safety Plan in addition to Crisis plans for schools and districts. As a course project they are required to design and implement a needs assessment, a formative evaluation, a process evaluation, or an outcomes evaluation for actual programs currently underway in their field settings.</td>
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## Generic Program Standard 10: Consultation

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<td>The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation.</td>
<td>Though consultation is a large part of school counselor duties and is an element in a few courses, the two courses that focus the most on this standard are <strong>EPSY 6500 Cognitive Behavioral Therapy</strong> and <strong>EPSY 6669 Mental Health Consultation</strong>. Consultation is recognized as central component in the training of a school counselor. To help children succeed, it is essential that a school counselor is effective in working with family, teachers, and other individuals closely involved in the lives of children. The goal of consultation is to promote communication, consensus building, shared decision making, shared responsibility, and shared investment in a successful outcome. The program is designed to establish a knowledge base and beginning skills in consultation as early as possible in the training, so that students may apply what they have learned and gain experience, under close supervision, in helping pupils succeed via effective consultation and collaboration with parents, teachers, administrators, community groups, agencies, and pupils. Initial skills in active listening, rapport building, and problem identification are learned in <strong>EPSY 5610 Microcounseling</strong>. These skills constitute the fundamental building blocks of beginning consultation, in that they help students avoid or overcome major barriers to effective interrelationships among parents, teachers, and staff (see <strong>EPSY 5610, page 3, Assignment 2</strong>). Fieldwork assignments associated with <strong>EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III</strong> allow early and on-going opportunities, throughout the first year of study, for students to apply their knowledge of basic consultation methods (see <strong>EPSY 6670, page 5, Appendix A</strong>).</td>
<td><strong>EPSY 5610 Microcounseling</strong>, p3, Assignment 2 Attending Skills  <strong>EPSY 6670, 6671, 6672, Field Work Group Supervision, I, II, III</strong>, p5, App A</td>
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<td>The program provides candidates with opportunities and experiences to display the ability to use communication.</td>
<td>One common barrier or inhibitor to the development of effective interrelationships among families and school personnel is the misunderstanding of role definitions. Issues surrounding role definition and clarification are addressed specifically in <strong>EPSY 6765</strong> (see page 2, Topic 1 AND Assignment III). Psychological and Counseling Services, in the first year, and more specifically in <strong>EPSY 6669</strong>, Mental Health Consultation in the second year (see <strong>EPSY 6669, see page 4 (course outline). Page 5 (Consultation logs &amp; summary). Page 6 (Self-assessment). Page 7 (rubric for grading assignments)</strong>)</td>
<td><strong>EPSY 6500 Cognitive-Behavioral Therapy</strong>, see the FBA Assignment with Rubric  <strong>EPSY 6765</strong></td>
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<td>interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.</td>
<td>Individual and team consultation is encouraged throughout the program, beginning in the first year of study, when students are required to sit in on Student Study Team meetings and Individualized Education Program meetings, especially when these meetings concern pupils assigned to their caseloads of seven to ten children. In EPSY 6670 Fieldwork Supervision, students must complete the Fieldwork Experience Profile, which requires that they attend at least one SST or IEP meeting. Also in the Experience Profile, students must shadow/observe teachers, administrators and other support staff on campus. This early experience in team consultation and collaboration can be extremely edifying, especially when the team recognizes the value of a graduate student's insights and observations and invites the student to become an active participant in the process. <strong>EPSY 6500</strong>, Cognitive-Behavior Therapy, also provides early opportunities to consider the theories, models, and processes of consultation. In this course, students are required to examine and apply a cognitive-behavioral framework for consultation, as well as a model for effective classroom management and discipline (see EPSY 6500, <em>Functional Behavior Assessment and Rubric</em>).</td>
<td>Psychological and Counseling Services in the Schools, page 2, Topic 1 and Assignment III.</td>
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| Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and | **EPSY 6669**, Mental Health Consultation, provides a formal opportunity for students to integrate the Gerald Caplan’s principles of Mental Health Consultation with necessary, applied background such as Ingraham’s foundation in Multicultural Consultation. Students are expected to maintain logs of consultation interactions with one to two teachers for an entire quarter. Course readings, case study, small group skill practice, and structured analysis of logs provide the means of obtaining the following learning objectives (see EPSY 6669, page 4, weekly topics).  

Student knowledge demonstrated in:  
1. Conceptual bases for school-based consultation and various definitions of consultation;  
2. Use of consultation to foster development and to prevent problems;  
3. Ethical and legal issues.  

Student skill demonstrated in:  
1. Facilitating communication and professional, collaborative relationships;  
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<td>outcome of the service delivery plan.</td>
<td>3. Integrating strategies to foster consultee knowledge, skill, competence, and objectivity; and 4. Evaluating effectiveness of consultation.</td>
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<td>The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences.</td>
<td>As this is a school counseling program, there is a large focus on learning theory and helping students become successful. Though many courses touch upon this topic in some way, the three courses that focus on this the most at <strong>EPSY 6403 Child Therapy</strong>, <strong>EPSY 6500 Cognitive Behavioral Therapy</strong> and <strong>EPSY 6750 Foundations of Counseling</strong> as these provide the theoretical frameworks.</td>
<td><strong>EPSY 6403 Child Therapy</strong>, page 4 (Appendix A), grading rubric page 7 (Appendix D). Page 5 (Appendix B), grading rubric page 8 (Appendix E)</td>
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The elements of this standard are, of course, essential to the training of a School Counselor. Students in the CSUEB program will complete a number of academic courses that are designed to promote theoretical and applied knowledge of cognitive and affective learning: The program prerequisite Developmental Psychology covers the basic theories and processes of normal cognitive and affective development, and the Learning Theory prerequisite covers the domain of cognitive functioning. **EPSY 6767**, Academic Counseling in Schools, and **EPSY 6500**, Cognitive-Behavior Therapy, also address learning theories and applications, in considerably greater depth.

The study of affective learning and its impact upon cognitive functioning is addressed throughout the program. However, some courses focus more intensively upon affective influences. **EPSY 6403**, Child Therapy, and **EPSY 6750** Foundations of Counseling for example, provide theory-based frameworks for understanding affective processes, as well as tools for therapeutic intervention (see **EPSY 6403**, page 3, Assignment 4 and **EPSY 6750**, see page 4 (Appendix A), grading rubric page 7 (Appendix D). Page 5 (Appendix B), grading rubric page 8 (Appendix E)). **EPSY 6765**, Psychological and Counseling Services, introduces students to the roles and functions of pupil personnel services specialists in supporting human relations goals and themes in the state-adopted curriculum frameworks (see **EPSY 6765**, page 2, Topic 1). This course also introduces them to understanding the critical role parents have in their children’s academic and social learning. They also gain an awareness of the positive influence family-school partnerships have on children’s learning based on the concepts of Bronfenbrenner’s ecological theory of human development. **EPSY 6765**, Foundations of School Counseling, provides an overview of the development of positive, culturally sensitive learning environments by means of group discussions and reading assignments in the guidance curriculum related to the academic domain. This course also introduces students to basic skill-building techniques for enhancing affective education and promoting the development of positive | **EPSY 6768 Foundations of School Counseling**, p3, Session 1

**EPSY 6750 Foundations of Counseling**, p34, App A

**EPSY 6765, Psychological and Counseling Services**, p2, Topic 1
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<td>relationships with teachers and families, including culturally- and linguistically-diverse families (see EPSY 6768, page 3, Session 1).</td>
<td>The academic domain curriculum and skills are taught more comprehensively in the second school counseling focused course, EPSY 6767 Academic Counseling in Schools. In this course students learn more specific strategies for enhancing learning and achievement. One of our program's key principles is that healthy self-esteem is the bi-product of good teaching and content/skill mastery (see EPSY 6767, page 3, Data Review and Research). In EPSY 6500, Cognitive-Behavior Therapy, students are provided with models for effective teaching that assist pupils in gaining mastery of academic skills and content. These models encourage pupils to take responsibility for their own learning and lead directly to higher pupil self-esteem (see EPSY 6500, Functional Behavioral Assessment and see Stress Management Project). In EPSY 6302, Individual Development, students learn about the influence of individual differences (e.g., cognition, memory, and language) and social influences (e.g., culture and gender issues) on learning (see EPSY 6302, page 4, Development Paper and Development Paper Rubric).</td>
<td>EPSY 6767 Academic Counseling in Schools, p3, Data Review and Research</td>
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<td>The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning.</td>
<td>Though there is a large focus throughout our program in providing candidates with opportunities and understanding the importance of leadership, the three courses that provide this direct experience are <a href="#">EPSY 6764 Intervention Strategies for Systems and Organizational Change</a>, <a href="#">EPSY 6768 Foundations of School Counseling</a> and <a href="#">EPSY 6765 Psychological and Counseling Services</a>. These three courses provide students with clear expectations on how school counseling leaders behave and interact with their school communities. They provide them with theoretical frameworks in addition to tangible skills that they can use once they graduate.</td>
<td><a href="#">EPSY 6768 Foundations of School Counseling</a>, see Page 4, Program Audit Reflective of the ASCA National Model, page 7 assignment, page 8 grading rubric. Page 9 assignment, page 11 rubric.</td>
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From the very beginning of their program, in the introduction course [EPSY 6765 Psychological and Counseling Services](#), first graduate seminar, [EPSY 6768 Foundations of School Counseling](#), and later in their second year in [EPSY 6764 Intervention Strategies for Systems and Organizational Change](#), the students become aware of the importance of their having leadership roles as change agents in the schools. They are also informed of the most recent state and national school reform policies, the theoretical basis and empirical support related to student outcomes for each, as well as examples of effective implementations of such policies (e.g., family-school-community collaborations). In addition, in [EPSY 6764](#) they are given the opportunity to analyze data from the California Healthy Kids Survey and make recommendations for program changes based upon the site-based data.

These three courses provide students with clear expectations on how school counseling leaders behave and interact with their school communities. They provide them with theoretical frameworks in addition to tangible skills that they can use once they graduate.

A paper assignment in the first course [EPSY 6765](#) (see Assignment 1 on page 2 and see Assignment III – Intervention Family School Project) requires the students to describe and assess their fieldwork school sites systemically. This involves describing the family, school, and community environments and assessing existing resources available to families and/or their children in each, and discerning how well interconnected the three are.
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<th>Standard 12</th>
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<td>The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.</td>
<td>A project assignment in the second year course, <strong>EPSY 6764</strong>, see page 3, PIP Activity and see <strong>Systems Project Evaluation</strong>), requires the students to conduct a program evaluation, audit, or SPARC in their fieldwork school setting, using appropriate techniques and data sources. For this evaluation they are to select programs that focus on creating and maintaining safe and nurturing school environments or enhancing pupils’ academic and/or social development. They must also analyze and organize their results in an effective report format, providing meaningful conclusions and recommendations. Finally, students are provided with guidelines for developing and presenting their reports orally to constituent groups, such as parents and school boards. They are also given an opportunity to practice these skills by presenting their findings as power point presentations to classmates in a simulated activity, where classmates play the role of various constituent groups.</td>
<td><strong>EPSY 6764 Intervention Strategies for Systems and Organizational Change</strong>, see page 3, PIP Activity and see <strong>Systems Project Evaluation</strong></td>
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<td>The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals.</td>
<td>Though our program has students engage in collaboration and coordination activities, the three courses where this is most exemplified are EPSY 6765 Psychological and Counseling Services, EPSY 6711 Career Life-planning and EPSY 6764 Intervention Strategies for Systems and Organizational Change. We believe that the school counselor must be able to make use of the school environment and community resources to promote the academic success of all pupils. Just as consultation with parents and teachers is essential to ensuring the long-term success of individualized interventions, so too it is important that the larger school and community environment should be mobilized in support of pupil success. Several course work and fieldwork experiences serve to promote the students' effectiveness in accessing and coordinating services for pupils and their families.</td>
<td>EPSY 6765 Psychological and Counseling Services in the Schools, see syllabus page 2, assignment 1 and see Assignment III</td>
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One goal of the first year of training is to provide students with fundamental knowledge about community structures and access to community resources. Before beginning first-year fieldwork, students will be required to take an introductory course (EPSY 6765) designed to orient them to the programs and services available in schools. A paper assignment in this course requires the students to describe and assess their fieldwork school sites systemically (see EPSY 6765 - see Assignment 1 on page 2 and see Assignment III – Intervention Family School Project). This involves describing the family, school, and community environments and assessing existing resources available to families and/or their children in each, and discerning how well interconnected the three are.

EPSY 6711, Career-Life Planning, creates a forum in which students work collaboratively with community-based organizations, agencies and other professionals to plan pupil-centered activities. Specifically in this course, CSUEB students are asked to participate in planning a career day and/or a career/business partnership. The career day focuses on the different careers pupils can potentially enter upon finishing their K-16 education. CSUEB students are often tasked with collaborating with different professionals and inviting them to engage with the pupils at their school site. The career/business partnership agreement is more like an internship for the K-12 pupils. CSUEB students engage in an agreement to have their pupils participate in an actual work site (see EPSY 6711 page 7-9 (college/career assignment & rubric), pages 10-16 career counseling assessment & rubrics, pages 30-34 Career Day Assignment and rubric, pages 33-36 Career/Business partnership assignment & rubric). |

| EPSY 6765 | EPSY 6711 |
The value of multidisciplinary teams for supporting pupil success are best demonstrated to beginning students through their early experiences in working closely with seven to ten children who have special academic or emotional needs. Students are encouraged to sit in on all team meetings related to the children with whom they are working. Indeed, they may often formally be invited to participate in these team meetings because of the special understanding they have developed regarding the child, the family, and the school situation.

Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

During the second year of fieldwork, students gain experience in dealing with community agencies and associations (e.g., parent groups, community and county mental health services, regional services, and social welfare services), which serve as resources for crisis intervention and support for a variety of pupil needs. Students are encouraged to establish ongoing, collaborative relationships with these agencies to be better able to coordinate school and community efforts on behalf of the children and clients they serve (see EPSY 6670 series, page 5, Appendix A), and to regularly participate in Student Study Team (SST) meetings to provide opportunities for them to share information about children's individual strengths and weaknesses to teachers, families, and family/community advocates, and to identify and coordinate appropriate resources for meeting specific needs. These second-year students participate in their fieldwork (Advanced Field Work Group Supervision I, II, III) with the goal of providing counseling and guidance services that involve communication and collaboration among families, schools, and community-based or school-based services (see 6770 series, page 3 # 10).

Also in a second-year course (EPSY 6764 Intervention Strategies for Systems and Organizational Change), students expand their knowledge base and applied practice experience to include a systems level perspective for assessing problems and/or needs for intervention programs for an entire school. This perspective involves an emphasis on family-school-community collaborations and the integration of family-centered, school-based/linked services (see EPSY 6764, see page 3, PIP Activity and see Systems Project Evaluation). In addition to gaining the above knowledge and skills, the students become aware of various models of family-school-community collaborations, school-based or school-linked integrated services and effective family-centered approaches of service delivery and empirical support for each related to student achievement and wellness outcomes. This course also provides the students with the knowledge base for conducting needs assessments and action research to guide program planning and development, as well as acquiring the necessary knowledge base and applied practical experience for evaluating existing programs, in order to optimize program effectiveness, impact, and goal attainment.
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<th><strong>Standard 14</strong></th>
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<td>The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.</td>
<td>Self-awareness, sensitivity, and interpersonal communication are central topics for skill development throughout the program. The three courses that highlight the learning of these skills at EPSY 6768 Foundations of School Counseling, EPSY 6400 Family Therapy and EPSY 6762 Group Procedures and Facilitation. Micro-Counseling (<a href="#">EPSY 5610, see page 3, Assignment 2</a>), Foundations of Counseling (<a href="#">EPSY 6750, see page 3, Collaborative Activities</a>), and both fieldwork Supervision series (<a href="#">EPSY 6670, 6671, 6672, see weekly activities on page 4</a> and <a href="#">EPSY 6770</a>), provide consistent opportunities for students to reflect on these skills in small group interactions and to practice them in the field.</td>
<td><a href="#">EPSY 5610, Micro-counseling, p3, Assignment 2</a></td>
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<td><a href="#">EPSY 6750, Foundations of Counseling, p3, Collaborative Activities</a></td>
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<td><a href="#">EPSY 6400 Family Therapy, p3, Case Presentation</a></td>
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<td><a href="#">EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III, weekly activities on p4</a></td>
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<td>The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group</td>
<td>Students demonstrate ability to build school community and foster value of ethnic, cultural, and linguistic diversity throughout the program in numerous courses, but especially in their fieldwork experiences. In <a href="#">EPSY 6768 (see pages 12-16 (includes assignments and rubrics) and pages 19 and 20</a>, Foundations of School Counseling, they gain the knowledge and skills in building and facilitating teams and in developing and providing in-services for school staff and families. Building skills in these areas are also an important element of <a href="#">EPSY 6766 (see page 7, Appendix B)</a> Personal/Social Counseling in Schools. In addition, they provide consultation to teachers, administrators, and parents in order to proactively increase students’ social skills.</td>
<td><a href="#">EPSY 6768, Foundations of School Counseling, pages 12-16 (includes assignments and rubrics) and pages 19 and 20</a></td>
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<td><a href="#">EPSY 6766, Personal/Social Counseling in</a></td>
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<td>relations and conflict.</td>
<td>The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.</td>
<td>Schools, p7, App B</td>
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A systems theory perspective provides the foundation for understanding group processes as introduced in Family Therapy ([EPSY 6400, see page 3, Case Presentation](#)) and Group Counseling, ([EPSY 6762, see page 1, Assignment A](#)). In these courses, students learn about the pressures and dynamics that maintain boundaries, communication patterns, and roles within dyadic relationships, systems, and subsystems. In addition, students begin to identify the function of problems and symptoms in maintaining “balance” within groups. This focus is paramount in understanding and addressing family, classroom, school-wide, and community-wide conflicts.

[EPSY 6400 Family Therapy, p3, Case Presentation](#)
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<td>The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.</td>
<td>We emphasize Vygotsky’s theoretical perspective that social tools (central extensions of language), are necessary in learning and teaching. Technological applications and literacy are social tools to help our students understand and communicate what they learn. Therefore, we integrate the use of technological tools into our curriculum, student projects, and teaching methods. The two courses that focus the most on this standard are EPSY 6711 Career-Life planning and EPSY 6023 Research Methods. A large piece of the technology piece, is the requirement of the e-portfolio titled, Professional Practice Portfolio (PPP), where their culminating documentation is kept. Though it does not analyze data, the PPP is kept online on a Google site, and students periodically access it to update it with the latest examples of professional work. Students will have the ability to share this with potential employers if they choose. Our students have access to, and support from, a state-of-the art Education Computer Lab conveniently located on the same floor as our Educational Psychology Department. Students have access to, and receive support with, various computer programs and services, including word processing, Excel, Power Point, and the SPSS statistical package programs, as well as e-mail and internet services. Also, instructors often schedule time in this lab to teach and demonstrate the use of course-required computer programs. Our students also have access to the University Library computer literature search programs, such as Educational Resources Information Center (ERIC) and PsycINFO, as well as Internet searches. The library instructors provide group and/or individual trainings in the use of both the search programs and the use of the Internet for searches. Instructors and advisors are able to schedule trainings for their students. In the second year of the program, students in the school counseling program will be required to conduct such searches as a part of their Research Methods (EPSY 6023), and they will be given an assignment involving participation in the available training at the library. During several first- and second- year courses students are encouraged to seek professional, academic, and applied consumer information through the internet for work in schools and completion of coursework. This involves accessing and downloading referenced and relevant files from websites. Also, instructors utilize e-mail for interacting with students in the following ways: sharing of information (e.g., listserves), answering</td>
<td>EPSY 6023 Research Methods, page 5 Option A, page 6 Option D. Grading is included in assignment description. EPSY 6711 page 27 (postsecondary options online career exploration), page 7 -9 (college/career assignment &amp; rubric), pages 10-16 (career counseling assessment &amp; rubrics), pages 30-34 (Career Day Assignment and rubric), pages 33-36 (Career/Business partnership assignment &amp; rubric) EPSY 6764 Intervention Strategies for Systems and Organizational Change, p4,</td>
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### Standard 15

**Narrative Response**

questions, and/or sending and receiving attachments.

The School Counseling program maintains a Blackboard site with program documents, model student work, resources, and other materials for students. The model student work helps orient students to specific assignments, sets a benchmark for achievement, and leads to improved models.

It is important to note that all forms of data organization, reproduction, and transmission are introduced with strong cautions against unethical or unauthorized use. We emphasize the content, quality, and purpose of information exchange, as opposed to promoting the use of technology for its own sake.

- In Career-Life planning ([EPSY 6711](#)) students learn of the various technologies and software programs available for student support services, planning, and accountability methods (see [EPSY 6711 page 27](#) (postsecondary options online career exploration), page 7 -9 (college/career assignment & rubric), pages 10-16 (career counseling assessment & rubrics), pages 30-34 (Career Day Assignment and rubric), pages 33-36 (Career/Business partnership assignment & rubric)).

- In Research Methods ([EPSY 6023 - see page 5 Option A, page 6 Option D. Grading is included in assignment description.](#)) students conduct literature searches utilizing ERIC and PsycINFO computerized literature searches, as well as Internet searches. They also gain knowledge of various statistical computer programs and how to read and interpret the various program printouts of the most common statistical analyses.

In Intervention Strategies for Systems and Organizational Change ([EPSY 6764, see page 4, IGoogle site Development](#)) students gain knowledge of student record-keeping software programs and how to access data and aggregate the data for purposes of needs assessment and evaluation of programs (e.g., attendance, achievement scores, special services received, ethnicity, primary language, etc.). They also gain knowledge in how to organize and analyze various kinds of data for presentations utilizing Excel or SPSS for conducting frequency counts, percentages, tables etc. and the graphing of the results, and utilizing Power Point to create professional slides or overheads for presentations to gain support and funding of pupil support services. They become aware of the importance of using data to make decisions about developing and improving support programs, and for documenting progress for accountability purposes.
### Generic Program Standard 16: Supervision and Mentoring

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<td>The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements.</td>
<td>Throughout out their training, students are exposed to a variety of supervision models in the field by their fieldwork supervisors, from which they may select varying stylistic elements to suit their own skills and temperament. Despite them being exposed to Standard 16 requirements in many courses, the two courses in which they get to practice these skills are in EPSY 6669 Mental Health Consultation and EPSY 6670, 6671, 6672 Fieldwork Supervision. Throughout the program, they also receive supervision from faculty. Faculty supervisors model a style of supervision that is systemic and problem solving in orientation, eclectic in response to the varied roles of school counselors (counseling, guidance, consultation, intervention planning, and program development, implementation and evaluation) and guided by professional and ethical practice. The goals are to guide and supervise the students’ professional development and growth in all of these areas (see EPSY 6670 series, page 7 (Appendix B) grading done based on completion and case presentation). In their first year fieldwork supervision course, students are required to bring in taped (either audio or video) sessions. They are required to present their reflections and articulate what support and feedback from their peers they are seeking. All students are taught about a model of supervision and are well versed on appropriate supervision language and what type of feedback modeling must be demonstrated to show mentorship. During this process of reviewing the sessions, students engaged in peer supervision.</td>
<td>EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III, page 7 (Appendix B) grading done based on completion and case presentation EPSY 6770 Advanced Field Work Group Supervision I, II, III, Course Objectives on p 2</td>
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<td>Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers</td>
<td>In both the first and second year, counselors-in-training meet with their supervisors once a week for an hour of supervision (see Handbook, page 25, #4). They recognize that their field site supervisors play a large role in their development, in addition to their training. In the second year, students gain knowledge of the mentoring and supervision models that reflect best practices in the field, as well as guidelines and standards from current professional literature. In addition second-year students are taught distinctions between supervision and consultation with school personnel. The relevant concepts are taught in EPSY 6669, Mental Health Consultation (see page 4 (course outline). Page 5 (Consultation logs &amp; summary). Page 6 (Self-assessment). Page 7 (rubric for grading</td>
<td>SC Handbook agreement, p25, #4 EPSY 6669 Mental Health Consultation page 4 (course outline). Page 5 (Consultation logs &amp; summary). Page 6 (Self-assessment).</td>
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<td>assignments). Although the emphasis is upon consultation, serious breaches of professional responsibility on the part of school personnel require the counseling trainee to assume a supervisory role with consultees.</td>
<td>Page 7 (rubric for grading assignments)</td>
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END OF GENERIC PPS STANDARDS
School Counseling Specialization Program Standards
# School Counseling Specialization Program Standards

## School Counseling Specialization Program Standard 17: Foundations of the School Counseling Profession

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<td>The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.</td>
<td>The foundations of the school counselor program at CSUEB reflect an integration of local program needs, the campus mission, and the direction provided by the National Standards and National Model provided by the American School Counselor Association (ASCA), School Counseling Standards developed by the California Association of School Counselors (CASC), and the National Career Development Guidelines (NOICC). The program is designed to train competent practitioners who are prepared to be leaders in building comprehensive, results-based counseling programs, serving the needs of all students. The program provides training in mental health services through an integrated model serving marriage and family therapists, school counseling, and school psychology students. However, school counseling students will additionally receive comprehensive training and experience specifically organized to prepare them to effectively perform the functions of a school counselor. The goal is to develop an effective and measurable program designed to meet the needs of every student and the school as a whole. School counselors will be prepared to be leaders who work with the school, family, and community to build supportive learning environments that nurture development of academic, career, and personal/social competencies among pupils with an appreciation of diversity and commitment to social justice.</td>
<td>EPSY 6768 Foundations of School Counseling, pages 7-16 (includes assignments and rubrics) and pages 19 and 20  EPSY 6767 Academic Counseling in Schools, pages 7-14. All assignments include description and rubric  EPSY 6711 Career-Life Planning, page 7-9 (college/career assignment &amp; rubric), pages 10-16 career counseling assessment &amp; rubrics, pages 30-34 Career Day Assignment and rubric</td>
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The school counselor education program is designed to provide a comprehensive foundation for students within an ecological, developmental, advocacy model. They begin their first year in the program with two introductory courses that cover the overall professional role of the counselor and an introduction to school based psychological and counseling services. EPSY 6765, Psychological and Counseling Services in Schools, presents the administration and organization of psychological and counseling services in schools. The concepts, responsibilities and functions of the counselor, psychologist, and student support services are also learned in this introductory course to the program. Student learning is assessed through pre-test and post-test measures in this class (see EPSY 6765, page 2, Topic 1). This is immediately followed with a more comprehensive course in counseling, EPSY 6750, Foundations of Counseling. Students learn the principles and concepts of counseling, including communication dynamics, intervention techniques. They develop a personal theory of counseling in the course (see EPSY 6750, page 4 (Appendix A), grading rubric page 7 |
(Appendix D). Page 5 (Appendix B), grading rubric page 8 (Appendix E)). The history, philosophy, and trends of the field of counseling in general are covered in this class. More thorough presentation and specific tracing of history, philosophy, and trends in school counseling are provided in EPSY 6768: Foundations of School Counseling. This course includes specific training in models of guidance programs, guidance program development, and implementation. Students learn the comprehensive and developmental curriculum model for school counseling programs in this graduate seminar, integrating the ASCA National Standards and Model, local program needs, and the National Career Development Guidelines. They also review program models developed in other states and local school districts and training program that align with the National Standards. Team building, management, and accountability for a comprehensive guidance program are also covered in this introductory seminar (see EPSY 6768, pages 7-16 (includes assignments and rubrics) and pages 19 and 20).

Also, in the second year course (EPSY 6764) Intervention Strategies for Systems and Organizational Change, students expand their knowledge of development of counseling programs, using an ecological systems model. They also learn theories and procedures for designing and conducting formative and summative evaluations of educational programs (see EPSY 6764, page 3, PIP Programs).

Demonstration of knowledge and understanding of the domains of education counseling, including academic, career, and personal and social development is required through specific coursework assignments, field training, and either a thesis or competency examination. Projects completed in EPSY 6767 (pages 7-14. All assignments include description and rubric): Academic Counseling in Schools require students to demonstrate knowledge of learning and motivation in the educational process, individual pupil academic strengths and weaknesses, and ways in which learning patterns effect overall pupil academic growth. Students are required to connect readings, observation, and work in the field through individual presentations. These presentations including a comprehensive, detailed, and specific academic assessment and intervention plan for a particular pupil in their field placement caseload.

In EPSY 6701 (see page 2 & 3 (sessions 1-4), page 4 assessment of assignments), Appraisal Procedures, student projects reflect learning the basic theories and methods of assessment of academic, social, and emotional skills. In this course, students learn to interpret and communicate results of standardized, norm-
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<td>referenced, and non-standardized assessment data to parents, school staff, and the community. They also gain knowledge of legal and ethical practices in the use of assessment data. In this course, careful consideration is given to the influences of family, school, culture, language, gender, racial/ethnic and experience factors on the validity of the results. Particular attention is given to the appropriate selection of assessment tools and the appropriate interpretation of assessment data for individuals from diverse socio-cultural background.</td>
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<td>In addition to the overview of career guidance curriculum presented in <strong>EPSY 6768</strong>: Foundations of School Counseling, students take Career-Life Planning (<strong>EPSY 6711</strong>), covering this domain more comprehensively. Their course projects in this career development class must demonstrate learning theories of vocational development and choice with an emphasis on cultural, psychological and sociological antecedents and consequences (<a href="#college-career-assignment-rubric">see EPSY 6711, page 7-9</a>, <a href="#">pages 10-16 career counseling assessment &amp; rubrics</a>, <a href="#">pages 30-34 Career Day Assignment and rubric</a>).</td>
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| The Personal/Social Counseling in Schools (**6766**) is required to further build foundational skills. **EPSY 6766** Personal/Social Counseling in Schools helps solidify guidance curriculum skills in this domain, as well as develop of general ability to assist pupils with growth in their area through other methods in the schools ([see EPSY 6766, page 8 & 9](#). This is also the rubric. Students received points for each item they provide for the assignment). School counseling students in this program show evidence of knowledge of school counseling programs and services to promote student development, learning, and achievement through their direct experience in field work placements in schools, and discussion and case presentations in their other coursework ([see EPSY 6670, Fieldwork Experience Profile](#)). Additionally, their first year project in **EPSY 6765**, Psychological and Counseling Services, requires them to describe and assess their field placement school site systematically. During the second year in **EPSY 6764** Intervention Strategies for Systems and Organizational Change, students conduct a program evaluation or systems change intervention in a school setting. | **Systems and Organizational Change**, p3, PIP Activities  
**EPSY 6766** Personal/Social Counseling in Schools, page 8 & 9. This is also the rubric. Students received points for each item they provide for the assignment |
## School Counseling Specialization Program Standard 18: Professionalism, Ethics & Legal Mandates

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<td>The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation.</td>
<td>The school counseling program emphasizes the importance of clear professional role and responsibility knowledge, abiding by professional school counseling ethics as advocated by the American School Counselor Association (ASCA) and American Counselor Association (ACA), as well as state and local professional organizations. Participation in ongoing professional development activities, essential to maintaining a quality school program, is also considered an important outcome of completion of training as a school counselor. While professionalism, ethics and legal mandates are touched upon throughout the program, the two courses that focus on this the most are EPSY 6765 Psychological and Counseling Services and EPSY 6785 Law and Ethics.</td>
<td>EPSY 6750 Foundations of Counseling, p3, weekly topics</td>
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<td>The role and functions of the professional counselor in general, and the school counselor in particular, is taught as students first enter the program in the introductory course, Psychological and Counseling Services (EPSY 6765, see page 3, Psychological Terms and page 4 Tharinger discussion questions). This course provides an overview of the role, functions, and historical and current trends in the profession. Students are also introduced to ethical practices, and law and regulations pertaining to both the counseling profession and pupils with special needs in this course.</td>
<td>EPSY 6765 Psychological and Counseling Services in Schools, page 3, Psychological Terms and page 4 Tharinger discussion questions</td>
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<td>This is followed by Foundations of Counseling (EPSY 6750), which includes more comprehensive information on the professional functions of counselors, and continuous professional development. The importance of engaging in professional counseling-related activities is emphasized (see EPSY 6750, page 3, weekly topics). This includes information on continuing education, continuing to obtain adequate supervision following graduation, and national, state, and local professional organizations available to school, community-based, and private practice settings, such as American School Counselor Association (ASCA), American Counselor Association (ACA), California Association of School Counselors (CASC), and California Association of Marriage &amp; Family Therapists (CAMFT). Students are encouraged to become student members of these organizations to facilitate learning current practices and trends, and ongoing membership following graduation. School counselors need to have clear understanding of their values, ethics, and legal responsibilities, as well as those of their clients. Ethical standards under which counselors operate are explored in more depth in Foundations of Counseling.</td>
<td>EPSY 6767: Academic Counseling in Schools, p2, Session 1</td>
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<td>The professional functions, responsibilities, ethics, federal and state legal mandates for school counselors will be presented in a more detailed and specific manner in <strong>EPSY 6768 Foundations of School Counseling.</strong> Students demonstrate their knowledge of their professional role, values, ethics, and legal mandates in discussions and case presentations in this more applied seminar course. Readings and case materials are used to ensure that students understand and can apply ASCA and ACA ethical standards, and California and federal laws and regulations relating to school counseling practice. They are also be made aware of California state requirements for academic achievement, promotion, retention, and high school graduation policies in the next applied <strong>EPSY 6767 Academic Counseling in Schools.</strong></td>
<td><strong>EPSY 6768 Child Abuse Assessment, p1, Course Objectives</strong>&lt;br&gt;<strong>EPSY 6670, 6671, 6672, Field Work Group Supervision I, II, III, p3, Required Texts</strong></td>
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<td>The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.</td>
<td>In the second year, students take a three-unit course (EPSY 6785, Law and Ethics) devoted entirely to the study of law and ethics for the school counselor, school psychologist, and Marriage, Family Therapist. This course provides opportunity for students to refine and consolidate their existing knowledge of sound legal/ethical practices and offers guided practice (via role plays and vignettes) in responding to complex situations competently and appropriately (see EPSY 6785, page 5, weekly topics and syllabus, page 4 (academic requirements) grading requirements included). In this course and others related to the laws and ethics of professional practice, materials are revised and updated each year, in order to keep abreast of the most current statutes. The Community Alliance for Special Education (CASE) Manual and Laws for Psychotherapists, are updated annually. Throughout the program, students continue to build their knowledge of laws and ethics related to children and families, especially as related to the practice of the school counselor and the Marriage, Family Therapist. A variety of course work and fieldwork experiences support the continuing development of this knowledge and its application in the world of practice.</td>
<td>EPSY 6785 Law and Ethics in Counseling, p5, weekly topics and syllabus, page 4 (academic requirements) grading requirements included</td>
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# School Counseling Specialization Program Standard 19: Academic Development

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<td>The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels.</td>
<td>The primary function of the school counselor is connected to classroom learning and instruction. They play a critical role in providing information and training that assists students in learning, increase motivation to succeed and promote high academic achievement. The fundamental nature of these responsibilities makes it essential that school counselors are skilled in the development, implementation and delivery system for the academic domain. Though other courses focus on academic development, the two courses the highlight this standard by providing candidates with understanding of concepts, principles, strategies, programs and practices for enabling pupils to experience academic success are EPSY 6768 Foundations of School Counseling and EPSY 6767 Academic Counseling in Schools.</td>
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The CSUEB program trains school counselors to develop a crosswalk model, linking their local program needs to the American School Counseling Association (ASCA) National Standards and National Career Development Guidelines. For example, the skills and competencies they will be learning to implement might include (based on the Connecticut Common Case of Learning example):

- Pupils will explore the information and arguments from various points of view to think critically and creatively and to solve problems.
- Pupils will learn how to apply the academic, critical, practical, technical and employability skills needed for success in higher education and the workplace to manage their lives.
- Pupils will actively explore the world of ideas.
- Pupils will demonstrate the effort and persistence needed to be successful in school, work, and life.

Students in the school counselor program learn the application and rationale for state adopted curriculum standards and frameworks for academic development in EPSY 6767 Academic Counseling in Schools.

Candidates are able to implement strategies and activities in the school setting for maximizing Students in the CSUEB program complete a number of additional academic courses that are designed to promote theoretical and applied knowledge of cognitive and affective learning (see EPSY 6767, page 2, Session 1 and pages 7-14. All assignments include description and rubric). The program prerequisite course in Human, Child, or Adolescent Development covers the basic theories and processes of normal cognitive and affective development. Prerequisite coursework in learning theory covers the domain of cognitive functions. |  

EPSY 6768 Foundations of School Counseling, pages 12-16 (includes assignments and rubrics) and pages 19 and 20  
EPSY 6767 Academic Counseling in Schools, pages 7-14. All assignments include description and rubric  
EPSY 6767 Academic Counseling in Schools, pages 7-14. All assignments include description and rubric  
EPSY 6500 Cognitive Behavior Therapy, p2, Course Objectives  
EPSY 6765 |
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<td>learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.</td>
<td><strong>EPSY 6500</strong>, Cognitive-Behavior Therapy, also addresses learning theories and applications, though in considerably greater depth. This course reinforces learning systematic analysis of general principles of motivation and learning as applied to educational processes (<a href="#">see EPSY 6500, page 2, Course Objectives</a>). <strong>EPSY 6765 (see page 1, Topic 1)</strong>, Psychological Counseling Services, introduces students to the roles and functions of pupil personnel services specialists in supporting human relations goals and themes in the state-adopted curriculum frameworks. This course also introduces them to understanding the critical role parents have in their children’s academic and social learning. They also gain an awareness of the positive influence family-school partnerships have on children’s learning. The importance of the link between academics, the world of work, and life at home and in the community is stressed in this introductory class. The ability of students to help pupils learn such skills as goal setting, time and task management, task analysis, knowledge of learning styles, test taking skills, textbook reading strategies, problem solving skills, decision making skills and communication skills are covered in the coursework mentioned above. Demonstration of these skills is measured for effectiveness through classroom projects, discussion, and fieldwork supervision. Their ability to help pupils take responsibility for their own actions, work independently and cooperatively, be dependable and productive, and able to share knowledge, interests, and abilities are also considered to be essential skills learned in the coursework mentioned and applied in the field setting under supervision. The Academic Counseling in Schools (<a href="#">6767</a>) measures students ability to apply knowledge of high school graduation requirements, skill in helping pupils develop appropriate academic plans, and ensuring that all pupils receive equitable treatment relating to course selection for post-secondary options through small group class discussions of readings and cases, as well as individual case presentations. Students discuss methods to access admission requirements for public and private colleges and universities, vocational and trade schools, and other post-secondary training opportunities in this seminar class (<a href="#">see EPSY 6767, page 2, Session 1 and pages 7-14, All assignments include description and rubric</a>). The developmental curriculum model is taught to address the academic domain. This model for guidance curriculum supports learning and skill in using classroom guidance techniques at each appropriate</td>
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[Psychological and Counseling Services in Schools](#), p1, Topic 1

[EPSY 6767 Academic Counseling in Schools](#), p2, Session 1
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<td>developmental level. This curriculum is first introduced in as an overview model in EPSY 6768 Foundations of School Counseling (see EPSY 6768, pages 12-16 (includes assignments and rubrics) and pages 19 and 20). The academic domain is taught in depth in EPSY 6767 Academic Counseling in Schools.</td>
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### Counseling Standard 20

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<td>The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.</td>
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| One of the overall goals of the career development training for school counselors at CSUEB is to prepare school counselors who can assist all students in an equitable manner, with successful transitions to career and post-secondary options. This standard is most exemplified in **EPSY 6768 Foundations of School Counseling**, **EPSY 6701 Appraisal Procedures** and **EPSY 6711 Career-Life planning**. The crosswalk model integrating local school district program needs to the American School Counseling Association (ASCA) National Standards and National Career Development Guidelines are utilized. For example, the skills and competencies students will be learning to implement in their local district might include the following (based on the Connecticut Common Case of Learning example): | **EPSY 6768 Foundations of School Counseling**, pages 12-16 (includes assignments and rubrics) and **pages 19 and 20**  
| • Pupils will embrace career as a part of their future, acquire employable skills, demonstrate positive attitudes toward work, demonstrate attitudes and habits that are valued in the workplace, explore a range of careers, acquire knowledge of one career cluster, explore post-secondary educational opportunities, manage data and use problem-solving and analytical skills to make reasoned decisions. |  
| Students in the school counseling program learn the application and rationale for state adopted curriculum standards and frameworks for career development in **EPSY 6768 Foundations of School Counseling**. The guidance curriculum for career development uses a developmental model, providing services to pupils at appropriate grade levels (see **EPSY 6768**, pages 12-16 (includes assignments and rubrics) and **pages 19 and 20**). |  
| Methods to design and implement a school-counseling program addressing the career development domain are primarily taught in **EPSY 6711 Career and Life Planning**. This course provides an examination of theories of vocational choice and development with an emphasis on the cultural, psychological, and sociological antecedents and consequences. It provides specific information on the world of work, employment trends, career pathways, and provides school-based curriculum for career development. Students learn about career and vocational information resources and current technologies available for career development and planning. They also are made aware of barriers in career paths for individual and groups as well as skills to address these barriers (see **EPSY 6711**, page 7-9 (college/career assignment & rubric), pages | **EPSY 6701 Appraisal Procedures**, page 2 & 3 (sessions 4), page 4 assessment of appraisal and advisement  
| **EPSY 6711 Career-Life Planning**, page 7-9 (college/career assignment & | **EPSY 6768 Foundations of School Counseling**, pages 12-16 (includes assignments and rubrics) and **pages 19 and 20**  
| **EPSY 6670, 6671, 6672, Fieldwork Group Supervision I, II, III**, p5, App A  
| **EPSY 6670, 6671, 6672 Advanced Fieldwork Group Supervision I, II, III**, p2, Course Objectives  
<p>| <strong>EPSY 6768, 6769, 6770, 6771, 6772 Fieldwork Group Supervision I, II, III</strong>, p4, Assessment |</p>
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<td>10-16 career counseling assessment &amp; rubrics, pages 30-34 Career Day Assignment and rubric.</td>
<td>Appraisal Procedures: Standardized (<a href="#">EPSY 6701</a>) teaches the application of measurement theory to the development and evaluation of standardized tests used in counseling. It includes administration and supervision of assessment instruments. Measurement tools for career and educational assessment, planning, and evaluation are learned in this course (<a href="#">see EPSY 6701, page 2 &amp; 3 (sessions 4), page 4 assessment of appraisal and advisement</a>). Students demonstrate their ability to apply their knowledge and skills of career development curriculum, information systems, assessment and planning, and teaching employability skills in their field placements and field supervision coursework (<a href="#">EPSY 6670, 6671, 6672, 6770, 6771, 6772</a>).</td>
<td><a href="#">rubric), pages 10-16 career counseling assessment &amp; rubrics, pages 30-34 Career Day Assignment and rubric</a>.</td>
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## School Counseling Specialization Program Standard 21: Personal and Social Development

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| The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. | The domain of personal and social development is a fundamental aspect of school counselor programs. The CSUEB program trains school counselors to link their local school program needs to the American School Counseling Association (ASCA) National Standards and National Career Development Guidelines. There is a large focus on personal and social development and it is woven throughout the program. With this said, the courses that focus on this area the most are EPSY 6500 Cognitive Behavioral Therapy, EPSY 6768 Foundations of School Counseling, EPSY 6750 Foundations of Counseling, EPSY 6762 Group Procedures and Facilitation and EPSY 6766 Personal/Social Counseling in Schools. For example, the skills and competencies school counselors will be learning to implement for pupils at their school site might include the following (based on the Connecticut Common Case of Learning example):

- Pupils will work and learn independently and collaboratively as part of a team.
- Pupils will gain knowledge and understanding of other cultures.
- Pupils will demonstrate a sense of ethics and take responsibilities for their actions.
- Pupils are active, constructive members of the larger community.
- Pupils will develop and maintain behaviors that promote lifelong health.
- Pupils will understand the implications of living in a finite world.
- Pupils will understand the role of systems throughout our society.
- Pupils will understand the dynamic nature of society and the universality of change.

Students in the program learn the skills, theory, and methods of implementing programs addressing the personal/social domain in several courses. Guidance curriculum specific to this domain is learned in the first year Foundations of School Counseling (EPSY 6768). |

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<td>EPSY 6750 Cross Cultural</td>
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Counseling Standard 21

this course. **EPSY 6768** also includes teaching goal setting and planning, decision making, and problem solving skills, understanding consequences of decisions, identifying alternative solutions, and building coping skills to deal with problems. Helping pupils with decision-making, self-appraisal, and goal setting skills are also taught in **EPSY 6500**, Cognitive Behavioral Therapy. For example, self-appraisal and stress management using a multimodal approach are taught in this class (see **EPSY 6500**, see the Stress Management Assignment).

**EPSY 5610**, Micro Counseling provides another framework to train students to develop and practice the basic skills of counseling, especially the skills of listening (see **EPSY 5610**, page 3, Attending Skills Assignment). Role-play is used to help students observe, analyze, and evaluate techniques of counseling. These skills help counselors provide services more effectively in the personal and social areas for student development. This course also provides a broad backdrop of requisite sensitivity and knowledge pertaining to socio-cultural influences. Again, the guidance curriculum for personal and social development is taught in both **6768** and **6766**.

Counseling theory and methods are taught in depth in the first year in **6750**, Foundations of Counseling. Students are encouraged to develop their own theory of counseling in this class. This not only provides a step in professional identity development, but also helps build a foundation for delivery of services to enhance individual personal and social development (see **EPSY 6750** page 4 (Appendix A), grading rubric page 7 (Appendix D). Page 5 (Appendix B), grading rubric page 8 (Appendix E)).

**EPSY 6762**, Group Procedures and Facilitation will provide training for students in theories, principles of group dynamics, and procedures for facilitating individual, small group, and organizational change. Interpersonal skills in group process and client analysis of actual group experiences are also learned in this course. These group skills are applied to several areas in the psychoeducational/personal/social domain, for example, social skills training and conflict resolution groups in school settings (see **EPSY 6762**, page 6. Grading done using the same form. Points given for each skill and expectation met/seen).

Skills to help pupils respect alternative views, recognize, accept, respect, and appreciate individual differences, cultural and diversity are integrated into topic areas in the courses mentioned above. However, they are directly addressed in **EPSY 6752**, Cross Cultural Counseling and **EPSY 6766**, Personal/Social Counseling.
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<td>Counseling in Schools. These courses provide a focus on cross-cultural counseling and psychotherapy, cultural values, and personality formation, value orientation inherent in counseling and psychotherapy; psychological effects of cultural racism, effects of sex roles and lifestyles within different cultures (see EPSY 6752 page 3, weekly topics and EPSY 6766 - BB Post rubric, page 10 (Appendix E). Page 8 &amp; 9. Rubric for assignments is built in. Each item outlined gets a point. Students are encouraged to engage in self-exploration of their backgrounds and beliefs as a prerequisite for understanding the impact of culture on American society and the world community. The course is designed to foster understanding of and commitment to social responsibility, encouraging advocacy for diverse clients and developing skills and competencies regarding client empowerment through social action.</td>
<td><strong>EPSY 6764</strong> Intervention Strategies for Systems and Organizational Change, p3, PIP Assignment</td>
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| Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills. Helping students develop personal boundaries in relation to self and others, understanding community rules and laws, uses of peer and community resources are part of the guidance curriculum training for students. These skills are also discussed in several courses, including EPSY 6768 Foundations of School Counseling, EPSY 6766 Personal/Social Counseling in Schools, and EPSY 6750, Foundations of Counseling. | **EPSY 6764** Intervention Strategies for Systems and Organizational Change, p3, PIP Assignment |

<p>| <strong>EPSY 6764</strong> Intervention Strategies for Systems and Organizational Change provides students with tools to develop programs to implement the guidance curriculum and additional services to meet the needs of students in the personal/social domain, for example programs for substance use prevention, coping with peer pressure, and managing stress and conflict (see EPSY 6764, page 3, PIP Assignment). Fieldwork Group Supervision (EPSY 6670, 6671, 6672, 6770, 6771, 6772) provides an opportunity for students to demonstrate the knowledge and ability to help pupils in all areas of the personal and social domain with individuals, groups, and school communities they serve in their field caseload (see EPSY 6670, page 5, Appendix A). | <strong>EPSY 6670, 6671, 6672, Fieldwork Group Supervision I, II, III</strong>, Course Objectives on p1-2 |</p>
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| Candidates know the qualities, principles, and styles of effective leadership. | From the very beginning of their program, in the introduction course Psychological and Counseling Services (EPSY 6765, see page 2 Topic 1), Foundations of Counseling (EPSY 6768, pages 7-16 (includes assignments and rubrics) and pages 19 and 20) and later in their second year in Intervention Strategies for Systems and Organizational Change (EPSY 6764) the students become aware of the importance of their having leadership roles as change agents in the schools. Though they are provided opportunities to understand professional leadership development, they also have the opportunity to know and demonstrate that they possess skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing and evaluating the outcomes of school counseling programs. The two courses that highlight candidate skills and attitudes of effective leadership are EPSY 6768 Foundations of School Counseling and EPSY 6764 Intervention Strategies for Systems and Organizational Change. They are also informed of the most recent state and national school reform policies, the theoretical basis and empirical support related to student outcomes for each, as well as examples of effective implementations of such policies (e.g., family-school-community collaborations). | EPSY 6765 Psychological and Counseling Services, p2, Topic 1  
EPSY 6768 Foundations of School Counseling, pages 7-16 (includes assignments and rubrics) and pages 19 and 20.  
EPSY 6764 Intervention Strategies for Systems and Organizational Change, page 3, (One Thing Better assignment) grading is included in the outline |
<p>| Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in | A paper assignment in the first course (EPSY 6764, page 3, (One Thing Better assignment) grading is included in the outline) requires the students to describe and assess their fieldwork school sites systemically. This involves describing the family, school, and community environments and assessing existing resources available to families and/or their children in each, and discerning how well interconnected the three are. An assignment in the second year course (EPSY 6764, see page 3, PIP Assignment) requires the students to interview the leaders of school counseling and prevention/intervention programs to learn about the programs | EPSY 6764 Intervention Strategies for Systems and Organizational Change, p3, PIP Assignment |</p>
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<td>planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.</td>
<td>and the process of leadership in developing, funding, implementing, and evaluating them. Another assignment in this course is to conduct a program evaluation in their school setting, using appropriate techniques and data sources. For this evaluation they are to select programs that focus on creating and maintaining safe and nurturing school environments or enhancing pupils’ academic and/or social development. They must also analyze and organize their results in an effective report format, providing meaningful conclusions and recommendations for improvement and change. Finally, students are provided with guidelines for developing and presenting their reports orally to constituent groups, such as parents, teachers, funding sources, or school boards. They are also given an opportunity to practice these skills by presenting their findings orally to classmates in a simulated activity, where classmates play the role of various constituent groups.</td>
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<td>planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.</td>
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<td>and the process of leadership in developing, funding, implementing, and evaluating them. Another assignment in this course is to conduct a program evaluation in their school setting, using appropriate techniques and data sources. For this evaluation they are to select programs that focus on creating and maintaining safe and nurturing school environments or enhancing pupils’ academic and/or social development. They must also analyze and organize their results in an effective report format, providing meaningful conclusions and recommendations for improvement and change. Finally, students are provided with guidelines for developing and presenting their reports orally to constituent groups, such as parents, teachers, funding sources, or school boards. They are also given an opportunity to practice these skills by presenting their findings orally to classmates in a simulated activity, where classmates play the role of various constituent groups.</td>
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<td>planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.</td>
<td>and the process of leadership in developing, funding, implementing, and evaluating them. Another assignment in this course is to conduct a program evaluation in their school setting, using appropriate techniques and data sources. For this evaluation they are to select programs that focus on creating and maintaining safe and nurturing school environments or enhancing pupils’ academic and/or social development. They must also analyze and organize their results in an effective report format, providing meaningful conclusions and recommendations for improvement and change. Finally, students are provided with guidelines for developing and presenting their reports orally to constituent groups, such as parents, teachers, funding sources, or school boards. They are also given an opportunity to practice these skills by presenting their findings orally to classmates in a simulated activity, where classmates play the role of various constituent groups.</td>
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## School Counseling Specialization Program Standard 23: Advocacy

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| Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils. | The overall goal of training in school counselor advocacy is to teach students how to define their professional role in the school, to determine effective ways to help all pupils become successful learners and set goals for themselves, to promote interventions and strategies to resolve issues that interfere with pupil achievement. The three courses that highlight this standard the most are EPSY 6764 Intervention Strategies for Systems and Organizational Change, EPSY 6768 Foundations of School Counseling and EPSY 6766 Personal/Social Counseling in Schools. Advocacy skill training is introduced at the beginning of the first year at CSUEB in EPSY 6765, Psychological and Counseling Services. As students learn the structure and function of counseling and psychological services in school settings, they are made aware of current and potential biases in the education programs, services, and systems that may block the development of individuals and groups (see EPSY 6765, page 2, topic 1). They also learn school support programs and services designed to promote academic achievement and successful learning. They are given an assignment in this introductory course to assess school and community services and support programs for their particular field placement site. Advocacy skills for counselors are taught in EPSY 6768 Foundations of School Counseling. The philosophy in this course is that advocacy skills need to be learned in an integrated fashion for all aspects of the guidance program, including the delivery, management, and accountability systems (see EPSY 6768, pages 7-16 (includes assignments and rubrics) and pages 19 and 20). Advocacy to encourage high academic achievement and learning success for pupils is incorporated throughout the training provided in the first year course Academic Counseling in Schools (EPSY 6767). This course includes specific information on educational and career paths, individual and group barriers to learning and career paths, and skills to address these barriers, for example skills to increase student motivation, higher expectations and learning success (see EPSY 6767, page 2, session 1). They are also taught the academic and learning goals necessary for admission to a four-year college or university, as well as other post-secondary options. EPSY 6711. Career-Life Planning also provides a foundation of understanding of career paths, post-secondary admission requirements, and career development with special populations (see EPSY 6711, page 2, session 1). EPSY 6766 Personal/Social Counseling in Schools will explore, in more depth, aspects of development in the | EPSY 6764 Intervention Strategies for Systems and Organizational Change  
EPSY 6768 Foundations of School Counseling  
EPSY 6766 Personal/Social Counseling in Schools  
EPSY 6765 Psychological and Counseling Services  
EPSY 6711 Career-Life Planning  
EPSY 6767 Academic Counseling in Schools |
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<td>personal and social domain, which enhance or limit academic success ([see EPSY 6766, BB Post rubric, page 10 (Appendix E)]). Curriculum, consultation, program planning, and advocacy methods are discussed to assist students in this domain. Students must have a solid foundation in cognitive, social/emotional, and biological development in order to be aware of pupil needs. This foundation is provided in [EPSY 6302, Individual Development]. They are taught to identify individual learning barriers in this course and grounded in a strengths-based approach to counseling all students ([see EPSY 6302, page 4, Development Paper and Development Paper Rubric]). Students also take [EPSY 6025 Psychopathology of Childhood]. This course in developmental psychopathology helps students understand the bio-psychological and mental health needs of children and adolescents. Students develop skills for designing more effective intervention and prevention treatments and programs ([see EPSY 6205, page 3, Class Presentation]). They also gain knowledge of how culture (including primary language), ethnicity, and socioeconomic status may influence a child’s development, and how these factors need to be considered in designing culturally-sensitive treatments. Students learn to develop programs that are effective in helping pupils enhance skills and overcome barriers to learning and academic achievement in [6764 Intervention Strategies for Systems and Organizational Change]. They have paper assignments in this class that require application of these practices to hypothetical and real cases ([see EPSY 6764, page 3, One Thing Better Assignment]). They also gain an awareness of specific characteristics of family-school-community partnership programs for economically disadvantaged and ethnically and linguistically diverse families, that positively relate to academic and social improvements for children and adolescents. Also, through their fieldwork placements in the public schools ([EPSY 6670, 6671, 6672, 6770, 6771, 6772]) students have on-going opportunities to demonstrate their knowledge and skills to develop family-school-partnerships to enhance pupil development (see [EPSY 6670, pages 1-2, Course Objectives and EPSY 6770, page 2, Course Objectives]). This practical experience also provides an opportunity for them to gain knowledge through their own experiences of existing barriers between families and schools, especially for economically disadvantaged, and ethnically and linguistically diverse families, and to apply learned strategies to help schools eliminate barriers.</td>
<td>Academic Counseling in Schools, p2, Session 1</td>
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### School Counseling Specialization Program Standard 24: Learning, Achievement and Instruction

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<td>Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization.</td>
<td>Effective instructional methods are essential to implement the guidance curriculum in the classroom across grade levels. The two courses that highlight this standard the most are <a href="https://example.com">EPSY 6768 Foundations of School Counseling</a> and <a href="https://example.com">EPSY 6767 Academic Counseling in Schools</a> as these two focus the most on classroom guidance presentations and learning specific tools for classroom engagement and organization (see EPSY 6767, pages 13-14. Assignment includes description and rubric). These methods are discussed in the first graduate seminar specific to school counselors, <a href="https://example.com">EPSY 6768 Foundations of School Counseling</a> (see pages 12-16 (includes assignments and rubrics) and pages 19 and 20). The student’s ability to effectively manage the classroom, teach guidance curriculum, and support teachers in classroom management strategies is demonstrated in this course as well as <a href="https://example.com">EPSY 6767 Academic Counseling in Schools</a>.</td>
<td><a href="https://example.com">EPSY 6768 Foundations of School Counseling</a>, pages 12-16 (includes assignments and rubrics) and pages 19 and 20</td>
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<td>The foundation for instructional and classroom management skills are provided through prerequisite requirements with a focus on developmental psychology and learning theory. Developmental psychology coursework covers the basic theories and processes of normal cognitive and affective development. Learning theory coursework covers the domain of cognitive functioning.</td>
<td><a href="https://example.com">EPSY 6767 Academic Counseling in Schools</a>, pages 13-14. Assignment includes description and rubric</td>
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<td>Candidates understand curriculum design, <a href="https://example.com">EPSY 6500</a>, Cognitive Behavioral Therapy, a requirement in the school counselor curriculum, addresses learning theories and applications in more depth. This course covers elements of classroom management,</td>
<td></td>
<td><a href="https://example.com">EPSY 6770, 6771, 6772 Advanced Fieldwork Group Supervision I, II, III, Course Objectives on p2</a></td>
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Candidates understand curriculum design, [EPSY 6500](https://example.com), Cognitive Behavioral Therapy, a requirement in the school counselor curriculum, addresses learning theories and applications in more depth. This course covers elements of classroom management,
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| lesson plan development, and instructional strategies for teaching counseling and guidance related material. | shaping, behavior training, modeling and specific in-service training topics ([see EPSY 6500, page 2, Course Objectives](#)). Group facilitation and management methods are also taught in [EPSY 6762, Group Procedures and Facilitation](#) (see [EPSY 6762, pages 2-3, Term Paper](#)). Diverse needs and learning styles are integrated into readings and discussion in course the courses mentioned above. Students develop and evaluate model programs in [EPSY 6764 Intervention Strategies for Systems and Organizational Change](#). These models must incorporate successful instructional, classroom management, and consultation strategies ([see EPSY 6764, page 3, PIP Activities](#)). Examples of such programs might include models for in-service for staff on counseling and guidance related issues, and effective family-school partnerships programs that enhance parent involvement in their child’s learning at home and in the school. | [Course Objectives](#)  
[EPSY 6764 Intervention Strategies for Systems and Organizational Change, p3, PIP Activities](#)  
[EPSY 6762 Group Procedures and Facilitation, p3, Term Paper](#) |
### School Counseling Specialization Program Standard 25: Individual Counseling

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<td>Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling.</td>
<td>Our program focuses on the ASCA National Model as a framework for instruction within the program. There are core school counseling courses, Foundations of School Counseling, Academic Counseling in Schools, Personal/Social Counseling in Schools and Career Life Planning. All these courses examine counseling within the context of schools. In addition to these, there are many other courses within the program of study that support these areas, however, EPSY 6750 Foundations of Counseling, EPSY 6403 Child Therapy, EPSY 6500 Cognitive Behavioral Therapy and EPSY 6767 Academic Counseling in Schools focus on this standard the most.</td>
<td>EPSY 5610 Microcounseling, p3, Attending Skills</td>
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<td>Initially within the first quarter the School Counseling program provides coursework to develop a foundational understanding of the counseling relationship, basic counseling skills and gain knowledge of appropriate referral resources in Microcounseling (EPSY 5610, see page 3, Attending Skills) and Foundations of Counseling (EPSY 6750, page 4 (Appendix A), grading rubric page 7 (Appendix D), Page 5 (Appendix B), grading rubric page 8 (Appendix E)). The students have opportunities to apply their knowledge and develop their skills in their first-year fieldwork setting, in which they counsel seven to ten individual students for the full school year. Throughout the first year they continue to develop a comprehensive set of individual, family, and systemic intervention and counseling treatment in their courses (EPSY 6403, Child Therapy (see syllabus, page 3 (clinical assignment) grading is included); EPSY 6500, Cognitive-Behavioral Therapy; and EPSY 6400, Family Therapy). These courses examine theories and techniques from psychodynamic, cognitive behavioral, family systems, strategic, applied behavior analysis, postmodern (e.g., solution-focused), and other counseling models, as appropriate. The students then have opportunities in the courses to apply and demonstrate this knowledge with case examples and role plays, and through their two years in school placements to apply and demonstrate the techniques learned with real cases involving students and their families (see EPSY 6400, page 3, Cases Presentation).</td>
<td>EPSY 6750 Foundations of Counseling, page 4 (Appendix A), grading rubric page 7 (Appendix D), Page 5 (Appendix B), grading rubric page 8 (Appendix E)</td>
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<td>In the first year, the students are also provided with specific information and experiences related to cross-cultural counseling in EPSY 6752, Cross-Cultural Counseling. This more advanced course is devoted entirely to the study of cross-cultural issues in counseling, with specific reference to five prevalent ethnic groups with whom students will be working in their fieldwork and professional settings (see EPSY 6752,</td>
<td>EPSY 6403 Child Therapy page 3 (clinical assignment) grading is included</td>
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<td>EPSY 6768 Foundations of School Counseling, p3, Session 1</td>
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<td>EPSY 6400 Family Therapy, p3, Cases Presentation</td>
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<td>EPSY 6752, Cross-</td>
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<td><strong>pages 3-5, weekly topics and see EPSY 6670, page 5, Appendix A and page 2, Course Objectives</strong></td>
<td>Cross-Cultural Counseling provides a broad backdrop of requisite sensitivity and knowledge pertaining to socio-cultural influences. Readings and discussions of the various influences upon academic achievement and vocational aspiration are presented in this course, with attention to the culture and values of five ethnic groups, Asian American, African American, Latino, Native American, and White, Non-Hispanic, and the diversity within each group. This course also provides knowledge of, and practice in, using Sue’s framework that emphasizes communication styles, racial/cultural identity development, and contemporary political issues in cross-cultural counseling.</td>
<td>Cultural Counseling, p3, weekly topics</td>
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<td><strong>Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises.</strong></td>
<td>In addition, in Cognitive-Behavior Therapy (EPSY 6500), knowledge of specific research-based intervention programs for individuals and techniques for implementing and monitoring primary, secondary, and tertiary interventions are provided. In this course, students are required to design a specific prescription for increasing task engagement (clearly, a critical component of school achievement) for one individual child and for the class as a whole (see EPSY 6500, see the FBA Assignment and the Stress Management Assignment). In Personal/Social Counseling in Schools (EPSY 6766), students examine the multitude of factors that impact youth and their abilities to cope with difficult situations. They delve into the topics like sexual orientation, dysfunctional families, suicidality and substance abuse, just to name a few. The class then focuses on how to support K-12 students through these crisis points in their lives, and how the other stakeholders can help (see EPSY 6766, page 4, weekly topics).</td>
<td>EPSY 6500 Cognitive-Behavioral Therapy, see the FBA Assignment and the Stress Management Assignment</td>
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<td><strong>Candidates are able to design and implement programs of wellness</strong></td>
<td>In EPSY 6767 Academic Counseling in Schools, based on an analysis of the pupil's level of mastery in the school curriculum, students learn (1) to identify a pupil's specific academic needs, (2) to design an individualized intervention plan targeting identified areas of the curriculum for intensive tutoring, (3) to implement the intervention plan, and (4) to monitor pupil progress, and to modify the intervention plan as needed.</td>
<td>EPSY 6768 Foundations of School Counseling, p3, Session 1</td>
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<td>promotion, prevention, treatment and intervention services.</td>
<td>necessary and appropriate (<a href="#">see EPSY 6767, pages 13-14. Assignment includes description and rubric</a>). In the second year the students take Child Psychopathology (<a href="#">EPSY 6025</a>), which gives them the knowledge and assessment skills to be able to identify social-emotional problems and DSM-V mental health disorders. In this course the students learn to assess bio-psychological, social emotional, and mental health needs of children and adolescents and design and plan effective interventions with specific goals to be monitored for determining progress (<a href="#">see EPSY 6025, page 3, Class Presentation</a>). They gain an awareness of appropriate assessment instruments and strategies to assist in the assessment process and the monitoring of progress for accountability purposes. They also gain knowledge of research-based, effective treatments and interventions for specific disorders including specific pharmacological treatments, and how to formulate culturally sensitive and research-based treatment plans incorporating the strengths of the children and their families. Also in the second year in Intervention Strategies for Systems and Organizational Change (<a href="#">EPSY 6764</a>), students gain knowledge of numerous existing, researched-based comprehensive intervention and prevention programs to promote both academic and social development, teach social skills and conflict resolution skills, and increase acceptance of differences (<a href="#">see EPSY 6764, page 3, One Thing Better Assignment</a>).</td>
<td><a href="#">EPSY 6767 Academic Counseling in Schools</a>, pages 13-14. Assignment includes description and rubric <a href="#">EPSY 6711 Career Life Planning, p2, Session 1</a> <a href="#">EPSY 6025 Child Psychopathology</a>, page 3 (class presentation), grading page 3 (presentation requirements) <a href="#">EPSY 6764 Intervention Strategies for Systems and Organizational Change</a>, p3, One Thing Better Assignment</td>
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<td>In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.</td>
<td>In the second year the students take Child Psychopathology (<a href="#">EPSY 6025</a>), which gives them the knowledge and assessment skills to be able to identify social-emotional problems and DSM-V mental health disorders. In this course the students learn to assess bio-psychological, social emotional, and mental health needs of children and adolescents and design and plan effective interventions with specific goals to be monitored for determining progress (<a href="#">see EPSY 6025, page 3, Class Presentation</a>). They gain an awareness of appropriate assessment instruments and strategies to assist in the assessment process and the monitoring of progress for accountability purposes. They also gain knowledge of research-based, effective treatments and interventions for specific disorders including specific pharmacological treatments, and how to formulate culturally sensitive and research-based treatment plans incorporating the strengths of the children and their families. Also in the second year in Intervention Strategies for Systems and Organizational Change (<a href="#">EPSY 6764</a>), students gain knowledge of numerous existing, researched-based comprehensive intervention and prevention programs to promote both academic and social development, teach social skills and conflict resolution skills, and increase acceptance of differences (<a href="#">see EPSY 6764, page 3, One Thing Better Assignment</a>).</td>
<td><a href="#">EPSY 6767 Academic Counseling in Schools</a>, pages 13-14. Assignment includes description and rubric <a href="#">EPSY 6711 Career Life Planning, p2, Session 1</a> <a href="#">EPSY 6025 Child Psychopathology</a>, page 3 (class presentation), grading page 3 (presentation requirements) <a href="#">EPSY 6764 Intervention Strategies for Systems and Organizational Change</a>, p3, One Thing Better Assignment</td>
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<td>Candidates know community-based mental health referral resources and effective</td>
<td>Interwoven into many of the courses, there are discussions around appropriate referrals and which community agencies provide services in the field site’s community. One goal of the first year of training is to provide students with fundamental knowledge about community structures and access to community resources. Before beginning first-year fieldwork, students will be required to take an introductory course (<a href="#">EPSY 6765</a>) designed to orient them to the programs and services available in schools. A paper assignment in this course</td>
<td><a href="#">EPSY 6767 Academic Counseling in Schools</a>, pages 13-14. Assignment includes description and rubric <a href="#">EPSY 6711 Career Life Planning, p2, Session 1</a> <a href="#">EPSY 6025 Child Psychopathology</a>, page 3 (class presentation), grading page 3 (presentation requirements) <a href="#">EPSY 6764 Intervention Strategies for Systems and Organizational Change</a>, p3, One Thing Better Assignment <a href="#">EPSY 6765 Psychological and Counseling Services in the Schools</a></td>
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<td>referral practices.</td>
<td>requires the students to describe and assess their EPSY 6670 Fieldwork school sites systemically (see EPSY 6765, page 2, Assignment III). This involves describing the family, school, and community environments and assessing existing resources available to families and/or their children in each, and discerning how well interconnected the three are.</td>
<td>Assignment III</td>
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### School Counseling Specialization Program Standard 26: Group Counseling and Facilitation

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| Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning. | Group counseling and facilitation skills are integral to every level of the delivery system for the school counselor. Students at CSUEB are expected to learn group methods for implementing the guidance curriculum, small group and crisis counseling, student planning, and system support. System support includes consultation and collaborative team and committee meetings, program management meetings, and other professional development activities. With that said, the course that directly focuses on learning and understanding group dynamics and ability to facilitate in a variety of settings occurs in EPSY 6762 Group Procedures and Facilitation. The foundation for knowledge of group theory, dynamics, and school-based groups is provided in EPSY 6762, Group Procedures and Facilitation. This course also covers interpersonal skills in group process, and clinical analysis of actual group experiences (see EPSY 6762 page 4 (Appendix A). Also see the Group Paper Rubric for grading. See Syllabus Page 6 (Appendix C), grading done using the same page). The needs of groups of students from diverse backgrounds are addressed in EPSY 6752, Cross Cultural Counseling (see EPSY 6752, page 2, weekly topics). | EPSY 6500 Cognitive Behavior Therapy, p3, Functional Behavior Assessment  
EPSY 6768 Foundations of School Counseling, p3, Session 1  
EPSY 6767 Academic Counseling in Schools, p2, Session 1  
EPSY 6752 Cross Cultural Counseling, page 3, Session 1  
EPSY 6762 Group Procedures and Facilitation, page 4 (Appendix A). Also see the Group Paper Rubric for grading. See Syllabus Page 6 (Appendix C), grading done using the same page). |
| The development of guidance related activities and coursework in groups is covered in EPSY 6768 Foundations of School Counseling (see EPSY 6768, page 3, Session 1). Group methods and techniques in the academic domain are further discussed in fieldwork courses EPSY 6670, 6671, 6672, 6770, 6771, 6772 and 6767 Academic Counseling in Schools (see EPSY 6670 – page 2, weekly topics, EPSY 6770 – page 2, Course Objectives, and EPYS 6767 – page 2, Session 1). In EPSY 6766 Personal/Social Counseling in Schools, students focus in more depth on both individual and small group methods for delivery of curriculum and services in this domain, including most responsive services (see EPSY 6766, page 3, Classroom Presentations). Career Life Planning (EPSY 6711) also requires students to learn and demonstrate skills in the use of groups to develop career skills, awareness, and paths. |  
Students are given the opportunity to demonstrate their knowledge and skills related to group work through classroom discussion and activities in the courses mentioned, and fieldwork experiences and supervision (EPSY 6670, 6671, 6672, 6770, 6771, 6772). Their projects in EPSY 6500, Cognitive Behavior Therapy, |


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<td>must also demonstrate awareness of successful classroom group methods and dynamics in model program development and evaluation. One of the assignments in this course requires conducting a structured observation of a whole classroom of pupils to determine the patterns of teacher-pupil interaction, analyze the data, and plan an intervention program for a child and class. The plan must include a problem description, behavioral analysis, baseline data, intervention data and discussion, critique and suggestions for improvement (see EPSY 6500, page 3, Functional Behavior Assessment). Team Building skills and strategies for school counselors are also discussed in EPSY 6768 Foundations of School Counseling.</td>
<td>Points given for each skill and expectation met EPSY 6766 Personal/Social Counseling in Schools, p3, Classroom Presentations EPSY 6670, 6671, 6672, Fieldwork Group Supervision I, II, III, weekly topics on p2 EPSY 6770 Advanced Fieldwork Group Supervision I, II, III, Course Objectives on p2</td>
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### School Counseling Specialization Program Standard 27: Collaboration, Coordination and Team Building

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<td>Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school.</td>
<td>The school counseling training program at CSUEB is designed to ensure that the important role that counselors play in working with all school, family, and community members and agencies will be understood. The goal, using an ecological human development perspective of family-school partnerships and family centered practices, is to develop and implement responsive educational programs that support the achievement of the identified goals for every pupil in a school setting. The approach used to teach effective team building emphasizes genuine collaboration among students, staff, parents, and community members toward the common goals of equity, access, and academic success for all students. The course where these collaboration, coordination and team building skills are highlighted the most are in EPSY 6764 Intervention Strategies for Systems and Organizational Change, EPSY 6711 Career-Life planning, EPSY 6766 Personal/Social Counseling in Schools and EPSY 6669 Mental Health Consultation, though it is touched upon in other courses as well. It is important that the larger school and community environment be mobilized through collaborative support for pupil learning success and academic achievement (see EPSY 6669, page 4 (course outline). Page 5 (Consultation logs &amp; summary). Page 6 (Self-assessment). Page 7 (rubric for grading assignments). Several course work and field work experiences serve to promote the student’s effectiveness in accessing and coordinating services for pupils and their families within the framework of a comprehensive counseling and guidance program (see EPSY 6770, page 2, Course Objectives). Some of the system support activities that school counselors will learn include consultation, partnering with staff, parents or guardians and community relations, community outreach, advisory councils, district committees (see EPSY 6766, page 7, Appendix B. Rubric for assignment, page 12 (Appendix G)). During the second year of fieldwork, students gain experience in dealing with community agencies and associations (e.g., parent groups, community and county mental health services, regional services, and social welfare services), which serve as resources for crisis intervention and support for a variety of pupil needs (see EPSY 6770, page 2, Course Objectives). Students are encouraged to establish ongoing, collaborative relationships with these agencies to be better able to coordinate school and community efforts on behalf of the children and clients they serve, and to regularly participate in Student Study Team (SST) meetings to provide opportunities for them to share information about children's individual strengths and weaknesses to teachers, families, and family/community advocates, and to identify and coordinate appropriate resources for meeting</td>
<td>EPSY 6766 Personal/Social Counseling in Schools, page 7, Appendix B. Rubric for assignment, page 12 (Appendix G)</td>
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<td>EPSY 6770, 6771, 6772, Fieldwork Group Supervision I, II, III, Course Objectives on p2</td>
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<td>EPSY 6764 Intervention Strategies for Systems and Organizational see page 3, PIP</td>
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Counseling Standard 27

Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Narrative Response

The value of multidisciplinary teams for supporting pupil success is best demonstrated to beginning students through their early experiences in working closely with seven to ten children who have special academic or emotional needs. Students are encouraged to sit in on all team meetings related to the children with whom they are working. Indeed, they may often formally be invited to participate in these team meetings because of the special understanding they have developed regarding the child, the family, and the school situation.

The second-year students participate in their fieldwork (Advanced Field Work Group Supervision I, II, III) with the goal of providing counseling and guidance services that involve communication and collaboration among families, schools, and community-based or school-based services. Also in a second-year course (EPSY 6764, Intervention Strategies for Systems and Organizational Change), students expand their knowledge base and applied practice experience to include a systems level perspective for assessing problems and/or needs for intervention programs for an entire school (see EPSY 6764, see page 3, PIP Activity and see Systems Project Evaluation). This perspective involves an emphasis on systemic programs using collaborative team approach with an emphasis on development system level integration of family-centered, school-based/linked services. In addition to gaining the above knowledge and skills, the students become aware of various models of family-school-community collaborations, school-based or school-linked integrated services and effective family-centered approaches of service delivery and empirical support for each related to student outcomes. This course also provides the students with the knowledge base for conducting needs assessments and action research to guide program planning and development, as well as acquiring the necessary knowledge base and applied practical experience for evaluating existing programs, in order to optimize program effectiveness, impact, and goal attainment.

Team building is an essential skill necessary for effective collaboration to take place. The foundation of team building includes awareness of systems and services, consultation methods, communication and program development skills, which are taught in the courses mentioned above. Team building skills are also taught more specifically in EPSY 6768 Foundations of School Counseling as part of the comprehensive guidance program delivery system. Students demonstrate their ability to apply these skills through classroom

Linked Documents

- EPSY 6770 Advanced Fieldwork Group Supervision I, II, III, Course Objectives on p2
- EPSY 6768 Foundations of School Counseling, p3, Session 1
- EPSY 6767 Academic Counseling in Schools, p2, Session 3
- EPSY 6711 Career-Life Planning, page 7 -9 (college/career assignment & rubric), pages 10-16 (career counseling assessment & rubrics), pages 30-34 (Career Day Assignment and rubric), pages 33-36 (Career/Business
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<td>discussion and projects as well as fieldwork and supervision. The coursework in EPSY 6768 also includes knowledge of coordination of support services for student success in all three domains listed in the ASCA National Model; academic, career, and personal/social development (see EPSY 6768, page 3, Session 1). The skills related to coordinating support services for each domain are also taught in the courses designed to more specifically address each domain: EPSY 6767 – Academic Counseling in Schools (see page 2, Session 3), EPSY 6711 - Career and Life Planning (page 7 -9 (college/career assignment &amp; rubric), pages 10-16 (career counseling assessment &amp; rubrics), pages 30-34 (Career Day Assignment and rubric), pages 33-36 (Career/Business partnership assignment &amp; rubric)), and EPSY 6766 – Personal/Social Counseling in Schools (see syllabus page 7, Appendix B. Rubric for assignment, page 12 (Appendix G)). The coordination of guidance activities to help students develop competency in self-management, communication, interpersonal interaction, and decision making are also discussed in EPSY 6768 and EPSY 6766. Students in the CSUEB program demonstrate their ability to coordinate these guidance activities through their fieldwork, classroom discussion, and course assignments.</td>
<td>partnership assignment &amp; rubric) EPSY 6766 Personal/Social Counseling in Schools, page 7, Appendix B. Rubric for assignment, page 12 (Appendix G)</td>
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Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

In their first quarter of the program, students are required to take an introductory course (EPSY 6669) designed to orient them to the programs and services available in schools. They gain knowledge and understandings of the organizational, structural, and cultural context of schools as educational systems. An experiential assignment in this course requires the students to observe and reflect upon their EPSY 6670 Field Work school sites systemically. This involves describing the family, school, and community environments and assessing existing resources available to families and/or their children in each, and discerning how well interconnected the three are. In this assignment they also describe the cultural, linguistic, and economic demographics of the school’s families, as well as the school and community resources (or lack of resources). This assignment is to help the students learn about the macro- and micro-systems and their relationships that influence a child’s development and learning. This course also addresses issues of student diversity and the critical need for a service-delivery approach that is sensitive to diverse populations of children and families (see EPSY 6670, page 9, Appendix D, and Fieldwork Experience Profile).

Their first year curriculum also includes an introductory seminar, EPSY 6768 Foundations of School Counseling which provide an overview and understanding of guidance program models and development, implementation, management, and accountability (see EPSY 6768, pages 7-16 (includes assignments and rubrics) and pages 19 and 20). Additional seminars and coursework address each domain of the comprehensive guidance program development and organization more specifically, including EPSY 6767 Academic Counseling in Schools (pages 7-14. All assignments include description and rubric), EPSY 6711 Career-Life Planning (page 7 -9 (college/career assignment & rubric), pages 10-16 (career counseling assessment & rubrics), pages 30-34 (Career Day Assignment and rubric), pages 33-36 (Career/Business partnership assignment & rubric)), and EPSY 6766 Personal/Social Counseling in Schools (see page 8 (Appendix C) & page 9 (Appendix D). Grading for these assignments us using the lesson plan and giving points for each item completed).

In the second year of the program in Intervention Strategies for Systems and Organizational Change (EPSY 6764), students expand their knowledge base and applied practice experience to include a systems-level perspective for assessing problems and/or needs for comprehensive prevention, intervention and crisis
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<td>response programs for an entire school, or for specific pupil populations within a given school. In addition to conducting needs assessments and action research to guide program planning and development, students acquire the necessary knowledge base and applied practical experience for evaluating existing programs, in order to optimize program effectiveness, impact, and goal attainment (see EPSY 6764, see page 3, PIP Activity and see Systems Project Evaluation.</td>
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In Intervention Strategies for Systems and Organizational Change, students become knowledgeable about theoretical models of program evaluation. To address the challenge of developing comprehensive systems-level interventions that involves prevention programs for the school, families and community, the students become knowledgeable about a framework for participatory action research. Participatory Action Research is characterized by a series of phases and full involvement of key stakeholders in order to foster ownership and empowerment of stakeholders and acceptability and sustainability of the interventions. These phases include forming collaborations with key stakeholders; problem or goal formulation based on existing theory, research, and practice; data collection and analysis; data synthesis and generation of recommendations; design of data-driven interventions; and evaluation of interventions.

Using quantitative as well as qualitative methods, students also learn to analyze the effectiveness of a program's structure, activities, organization, outcomes, efficiency, impact, and quality. In addition, they acquire an understanding of how to design evaluations and analyze results, which appropriately address the unique manifestations of various cultural influences. As a course project, students are required to design a needs assessment, a formative evaluation, a process evaluation, or an outcomes evaluation for actual programs currently underway in their field settings. They are also required to carry out the designed evaluation in their school setting, using appropriate techniques and data sources. For this evaluation they are to select programs that focus on creating and maintaining safe and nurturing school environments or enhancing pupils’ academic and/or social development. They must also analyze and organize their results in an effective report format, providing meaningful conclusions and recommendations. Finally, students are provided with guidelines for developing and presenting their reports orally to constituent groups, such as parents and school boards. The use of the PowerPoint enables students to make a Flashlight presentation targeting one thing that their program does well. They are also given an opportunity to practice their skills by presenting their findings orally to classmates in a simulated activity, where classmates play the role of various constituent groups. |

(college/career assignment & rubric), pages 10-16 (career counseling assessment & rubrics), pages 30-34 (Career Day Assignment and rubric), pages 33-36 (Career/Business partnership assignment & rubric) | EPSY 6670 Field Work Group Supervision I, II, III, App D on p9 and Fieldwork Experience Profile |
### School Counseling Specialization Program Standard 29: Prevention Education and Training

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<td>Candidates know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement.</td>
<td>Though this program focuses on prevention education and training, the courses in which these skills are highlighted the most are in EPSY 6768 Foundations of School Counseling, EPSY 6767 Academic Counseling in Schools and EPSY 6764 Intervention Strategies for Systems and Organizational Change. Early in the training program, students take Individual Development and Academic Counseling in Schools course (EPSY 6302 and EPSY 6767). In each of these, current theory and research related to development are addressed in class discussions and assigned readings. These beginning students learn about a life-span developmental perspective to risk and resiliency issues in the Individual Development (6302) course. In this course, stress, risk, resilience, and coping are defined and connected with family, school, and community risk and protective factors (i.e., those environmental variables that positively or negatively influence a child’s development and learning). Students lead discussions that connect readings and observations in the field to these essential concepts (see EPSY 6302, page 2, Elder Project). Knowledge of individual strengths and weaknesses and the ways in which these learning patterns affect pupil learning is emphasized in EPSY 6767 Academic Counseling in Schools. In this course, based on an analysis of the pupil's level of mastery in the school curriculum, students learn (1) to identify a pupil's specific academic needs, (2) to design an individualized intervention plan targeting identified areas of the curriculum for intensive tutoring, (3) to implement the intervention plan, and (4) to monitor pupil progress, and to modify the intervention plan as necessary and appropriate. The development of positive, culturally sensitive learning environments will also be addressed by means of group discussions and reading assignments (see EPSY 6767, pages 7-14. All assignments include description and rubric).</td>
<td>EPSY 6768 Foundations of School Counseling, pages 12-16 (includes assignments and rubrics) and pages 19 and 20 EPSY 6767 Academic Counseling in Schools, pages 7-14. All assignments include description and rubric EPSY 6302 Individual Development, p3, Elder Project EPSY 6500 Cognitive Behavioral Therapy, p2, Course Objectives</td>
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**EPSY 6500**, Cognitive-Behavior Therapy, which is also taken in their first year, provides knowledge of specific intervention programs and techniques for implementing primary, secondary, and tertiary individual interventions to promote learning (see EPSY 6500, page 2, Course Objectives). Students are also provided with models for effective teaching that assist pupils in gaining mastery of academic skills and content. These models encourage pupils to take responsibility for their own learning and lead directly to higher pupil self-esteem; the key principle is that healthy self-esteem is the bi-product of good teaching and content/skill mastery. In addition in Cognitive-Behavior Therapy, students are required to design a specific prescription...
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<td>for increasing task engagement (clearly, a critical component of school achievement) for one individual child and for a whole classroom environment.</td>
<td><strong>EPSY 6764 Intervention Strategies for Systems and Organizational Change</strong>, see page 3, PIP Activity and see Systems Project Evaluation</td>
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<td>Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.</td>
<td>In their first year of study, the students take a Foundations of School Counseling (EPSY 6768) in which they will gain knowledge of, and demonstrate their skills in, using assessment data in writing individual guidance lesson plans coordinated with instructional subjects. They also gain the knowledge and skills for building and facilitating teams and in developing and providing in-services for school staff and families. Students are required to give at least one in-service training session on a topic related to professional improvement in their second year of fieldwork. In addition, they provide consultation to teachers, administrators, and parents in order to proactively increase students’ social skills (see EPSY 6768, pages 12-16 (includes assignments and rubrics) and pages 19 and 20). Also in the second year in Intervention Strategies for Systems and Organizational Change (EPSY 6764), students become knowledgeable about a theoretical model of program evaluation based on specific stages of program development. This model integrates the appreciative inquiry processes of program evaluation with the processes of program development and prescribes evaluation of a program at critical stages of its development. These critical stages include program conceptualization, implementation, and operation. The corresponding stages of program evaluation include needs assessment, formative evaluation, and process/outcomes evaluation. Students learn appropriate evaluation techniques and sources of data for each of these stages of evaluation (see EPSY 6764, see page 3, PIP Activity and see Systems Project Evaluation). To address the challenge of developing comprehensive systems-level interventions that include programs for the school, families, and community, the students become knowledgeable about a framework for participatory action research. Participatory Action Research is characterized by a series of six phases and full involvement of key stakeholders in order to foster ownership and empowerment of stakeholders and acceptability and sustainability of the interventions. These six phases include forming collaborations with key stakeholders; problem or goal formulation based on existing theory, research, and practice; data collection and analysis; data synthesis and generation of recommendations; design of data-driven interventions; and evaluation of interventions.</td>
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<td>Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs.</td>
<td>Each student completes an advanced course in Education/Psychological Research Methods (EPSY 6023), as well as an advanced course in Intervention Strategies for Systems and Organizational Change (EPSY 6764). In these courses students develop the necessary skills to become educated consumers of research and acquire knowledge of methodology in how to conduct both experimental quantitative and qualitative research. They also learn to appreciate the relationship of theory to research and the important role research has in the field of education and psychology. The students gain the necessary skills to critically evaluate published research, specifically evaluating the validity and quality of research designs and methodology, socio-cultural influences on outcomes, and ethical issues (see EPSY 6764, page 2, Course Objectives and EPSY 6023, page4, Literature Review page 5 &amp; 6. Grading is included in assignment description).</td>
<td>EPSY 6764 Intervention Strategies for Systems and Organizational Change, see page 3, PIP Activity and see Systems Project Evaluation</td>
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<td>Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and</td>
<td>In these courses they have experiences locating and reviewing the literature on topics relevant to educational psychology through both traditional library and internet searches (EPSY 6023, page4, Literature Review page 5 &amp; 6. Grading is included in assignment description). As part of their work in these courses, students are exposed to computer-based programs for summarizing and analyzing research data, such as SPSS. In addition, students engage in simulated investigations and learn to interpret and communicate findings both orally and in writing. Throughout the program students are continually exposed to new research in a wide variety of fields related to the practice of school counseling (see EPSY 6764, see page 3, PIP Activity and see Systems Project Evaluation). Philosophically, our program exemplifies the scientist/practitioners model. We are committed to training our students in the application of empirically driven investigation to improve the quality of counseling and educational service delivery.</td>
<td>EPSY 6023 Research in Applied Behavioral Sciences, page 4, Literature Review page 5 &amp; 6. Grading is included in assignment description</td>
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<td>guidance and other educational programs in terms of student outcomes.</td>
<td>Students also become familiar with school based technologies, such as school district record systems and career related materials and software programs in their fieldwork placements. Career related and other technologies are also discussed in EPSY 6711, Career-Life Planning (see page 3, Session 2), and EPSY 6768 Foundations of School Counseling (pages 16-19 (includes assignments and rubrics)). The use of technology for management related activities of the guidance program are taught in this first year seminar. This includes the use of data to effect change within the school system, to monitor pupil progress, close the gap through analysis of disaggregated data, identifying desired results and results currently being achieved, development of action plans and the use of time/calendar technologies. Data collection methods are also discussed in this advanced seminar specific to the school counseling program accountability through results reports, performance evaluation, and program audit/evaluation. With regards to creating technologies, students in their second-year must develop an e-portfolio where they house their capstone projects and assignments they might share with future employers. This technology provides them with a marketability tool, but it also serves to empower them to use technology in at their fieldwork sites and future places of employment to help serve their students. (see Professional Practice Portfolio)</td>
<td>Sciences, page 4, Literature Review page 5 &amp; 6. Grading is included in assignment description</td>
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| | | EPSY 6711 Career-Life Planning, p3, Session 2 |
| | | EPSY 6768 Foundations of School Counseling, pages 16-19 (includes assignments and rubrics) |
| | | Professional Practice Portfolio |
### School Counseling Specialization Program Standard 31: Field Experience

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<td>To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors.</td>
<td>There are strict guidelines for practicing school counselors who wish to mentor counselors-in-training (<a href="#">see handbook, page 23 and list of placements</a>). Application of knowledge and skills learned in practica and fieldwork placements is critical to provision of a meaningful, contextual based learning program for school counselors. To ensure that this integration of learning and application occurs, the students must meet the following guidelines: A minimum of (100) clock hours in a practicum experience and (600) clock hours in a supervised field experience as required according to the following standards and guidelines:</td>
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<td>1. A minimum of (100) clock hours in a practicum experience in a school-based program serving pupils, parents, or family members. The practicum is completed during the first quarter of the first year of the program, completed prior to the field experience. Students generally meet this requirement through (15) clock hours per week at a school site, starting at the beginning of their first quarter. (<a href="#">see Fieldwork Hours Log in the Program Handbook, page 36</a>)</td>
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<td>2. The supervision and principal responsibility for the practicum experience typically remains with the faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background training, and credential appropriate to the practicum experience.</td>
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<td>3. A minimum of (900) clock hours begun after successful completion of the practicum experience and series of preliminary courses, Micro Counseling, and Psychological and Counseling Services (<a href="#">EPSY 5610</a> and <a href="#">EPSY 6765</a>).</td>
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<td>4. The field experience is at a school site and provides students the opportunity to perform, under supervision, the functions of school counselors in school counseling domains, as specified in ASCA National Standards. A minimum of (600) hours will be in a public school setting at two of three school levels, such as elementary, middle, and high school with a minimum of (200) clock hours at each level. Two hundred (200) of the (600) clock hours may be completed in settings other than</td>
<td><a href="#">Fieldwork Hours Log in Program Handbook, p 36</a></td>
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<td><a href="#">Professional Practice Portfolio</a></td>
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<td>public schools. At least (400) clock hours must be completed in public school settings with k-12 pupils (see Portfolio, page 3).</td>
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<td>5. Fieldwork is offered for academic credit. Practicum experience is part of a course for which a student receives credit. However organized, the experience is a direct extension program training goals and objectives, and concurrent instruction is provided as a part of the experience.</td>
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<td>Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.</td>
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<td>1. All fieldwork and practicum experiences are evaluated. Evaluations are appropriate to the program objectives, regardless of the site location. The evaluation seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate’s progress and the suitability of the various characteristics of the experience. (see 1st and 2nd year Fieldwork Evaluations in the Program Handbook, pages 27-32)</td>
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<td>2. Practica and fieldwork will provide student’s with supervised experience in understanding and using a variety of school resources, including; data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; test and measures used in assessing student learning and achievement; and information on school and district policies and practices. (see Fieldwork Experience Profile)</td>
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<td>3. Students are provided with a planning document for the field experience to meet the requirements stated above. The field supervisor(s) and program faculty serving as fieldwork course instructors agree upon this plan. The plan includes competences to be developed in the placement, experiences used to attain the competencies, and a plan for determining competency attainment. It will also delineate responsibilities of program faculty and field supervisors. The plan will be completed at the beginning of the field placement and will be periodically reviewed and revised by students, field supervisors, and program faculty (see Fieldwork Experience Profile).</td>
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<td>Up to (150) clock hours of the field experience are devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, At least (50) clock hours shall be with at least (10) pupils (individually or in</td>
<td>Fieldwork Evaluations in Program Handbook, pp 27-32</td>
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<td>Fieldwork Experience Profile</td>
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Counseling Standard 31 | Narrative Response | Linked Documents
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a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

### School Counseling Specialization Program Standard 32: Determination of Candidate Competence

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<td>Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.</td>
<td>We utilize course work performance and learning products (e.g., papers and course projects), their fieldwork project evaluations, observations by instructors and supervisors on campus, and formal reviews of a student’s progress to determine a candidate’s professional competence prior to the recommendation of a School Counselor Credential.</td>
<td>Fieldwork Evaluations (Year one and Year two, pages 27-32 of Program Handbook)</td>
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Many knowledge-based competencies are established by instructor evaluations of course work, in the form of course credit and/or a course grade. Only a grade of B or better is judged as meeting the appropriate competency level. Any student who receives a grade that is lower than a B, must make arrangements with the course instructor to carry out specific remedial work until course competencies are satisfied. (see Program Handbook, page 52, guidelines on grades below B). One crucial criterion, aside from the site supervisor evaluation, is successful completion of the School Counseling Praxis Exam.

In addition to theoretical and factual knowledge, most competencies require knowledge of how to apply one’s knowledge in the world of practice. In keeping with the program’s design and rationale, students at all levels of training are required to demonstrate their ability to organize, integrate, synthesize, and apply the knowledge gained from course work and text books, by carrying out specific projects in their field work settings. Thus, a sequence of applied practice projects will be incorporated into program course work at all levels of study. The course instructor as part of the course grade also evaluates these projects.

District (on-site) and institutional (campus) supervisors are closely involved in the monitoring of student competencies through the program. On-site supervisors complete a written evaluation of student progress at least once each quarter. (see 1st and 2nd year Fieldwork Evaluations in the Program Handbook, pages 27-32) In addition, these supervisors are contacted at least once each quarter by the student’s on-campus supervisor and invited to offer additional comments or suggestions for improved student progress. The campus
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<td>supervisor gives careful consideration to the evaluations of the on-site supervisor, the student’s performance as a counselor, and as a contributing member of his or her supervision team on campus. Only those students judged as having met all competencies in all areas of fieldwork are granted a grade of Credit (CR) in those courses. When a student fails to earn a grade of Credit, an additional quarter of fieldwork may be undertaken, until all competencies have been met.</td>
<td>Exit Interviews</td>
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<td>Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.</td>
<td>Each student is required to participate in an Exit Interview with his/her faculty advisor to assess and sign-off that all competencies have been met prior to being able to apply for the school counseling credential (see Exit Interviews). All applications for credentials are reviewed by the Department of Educational Psychology’s Graduate Records Secretary and signed by a faculty advisor before being forwarded to the School of Education’s Credential Office for additional review and approval. These applications are carefully examined to ensure that all academic requirements have been met and that all grades in course work, practica, and fieldwork are satisfactory.</td>
<td>Exit Interviews</td>
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PART II – Course Syllabi
COURSE SYLLABI

EPSY 5610 Microcounseling
EPSY 6023 Research in Applied Behavioral Sciences
EPSY 6025 Child Psychopathology
EPSY 6029 Chemical Dependency
EPSY 6302 Individual Development
EPSY 6400 Family Therapy
EPSY 6403 Psychotherapy For Children
EPSY 6500 Principles of Cognitive Behavior Therapy
EPSY 6669 Mental Health Consultation
EPSY 6670 Fieldwork Supervision (6670 series, also used for 6671 and 6672)
EPSY 6701 Appraisal Procedures
EPSY 6711 Career Life Planning
EPSY 6750 Foundations of Counseling
EPSY 6752 Counseling Across Cultures
EPSY 6762 Group Counseling
EPSY 6764 Intervention Strategies for Systems and Organizational Change
EPSY 6765 Psychological and Counseling Services
EPSY 6766 Personal and Social Counseling in the Schools
EPSY 6767 Academic Counseling in Schools
EPSY 6768 Foundations of School Counseling
EPSY 6770 Field Work Supervision (6770 series, also used for 6771 and 6772)
EPSY 6785 Ethics and the Law
EPSY 6786 Child Abuse Seminar
EPSY 6820 Crisis Intervention Seminar
PART III – Key Assessments/Signature Assessments
ASSESSMENT OF CANDIDATES
Candidates are assessed for program competencies, skills/knowledge, and program dispositions and aptitudes quarterly by field supervisors. Further, University supervisors evaluate all these areas annually after quarterly feedback to Candidates. The following is the formal list of evaluation assessments:

1. Praxis II Examination (School Counseling)
2. Field Supervisor Evaluation- Year 1 (page 27, handbook)
3. Field Supervisor Evaluation- Year 2 (page 32, handbook)
4. Professional Practice Portfolio (e-portfolio)
   Portfolio Guidelines
   Portfolio Rubric
5. Exit Interview (end of 2nd year)

Candidates review the American School Counseling Association Guidelines and Expectations for Professional Behavior at the beginning of the program. They are also quizzed for understanding on the Student Handbook, which includes university and program expectations. Thereafter, the Program Coordinator discusses fieldwork supervision evaluations and University supervisors review all areas of progress during Annual Review meetings in the spring of each year.
Part IV - Additional Supporting Documents
ADDITIONAL SUPPORTING DOCUMENTS

Developmental Group Paper Rubric
EPSY 6500 Interventions Presentation
EPSY 6500 FBA Assignment
EPSY 6500 Stress Management Assignment
EPSY 6500 Self-Improvement Project
EPSY 6754 Systems Project Evaluation
EPSY 6765 Intervention Family-School Project
EPSY 6820 Crisis Plan Evaluation and Rubric
EPSY 6820 Safety Plan and Rubric
EPSY 6302 BlackBoard Posts and Rubric
Field Experience Profile
Field Supervisor Evaluation, Year 1
Field Supervisor Evaluation, Year 2
Group Experience Rubric
Portfolio Rubric
Praxis
Praxis Scores
Professional Practice Portfolio
Program Matrix
Program Handbook
Survey
Survey Results
Supervisor Handbook